

Missouri Special Education Self-Assessment

October 2002

*Department of Elementary and Secondary Education
Division of Special Education*

Table of Contents

1. Executive Summary
2. Monitoring, Due Process and Child Complaint Systems
3. Self-Assessment Process
4. Stakeholder Representation and Public Input
5. Data Explanations
6. Cluster, Component and Indicator Analysis
 - a. Part B General Supervision
 - b. Parent Involvement
 - c. Free Appropriate Public Education in the Least Restrictive Environment
 - d. Secondary Transition
 - e. Early Childhood Special Education
 - f. Early Childhood Transition
 - g. Part C General Supervision
 - h. Comprehensive Public Awareness and Child Find System
 - i. Family-Centered Services
 - j. Early Intervention Services in Natural Environments
7. Comprehensive System of Professional Development
8. Lessons Learned
9. Appendix
 - a. Show Me Missouri (OSEP Profiles)
 - b. Committee Memberships
 - c. State Structure
 - d. Division of Special Education Website
 - e. Acronym Listing

Executive Summary

EXECUTIVE SUMMARY

Missouri has been involved in the Continuous Improvement Monitoring Process (CIMP) from July 2000 through October 2002. The purpose of this process in Missouri was much more than meeting an Office of Special Education Program (OSEP) federal monitoring requirement. The process allowed us to look deeply at the existing data, develop more comprehensive and efficient data collection methods, narrow our focus to student outcomes, and establish a firm baseline from which to measure our performance. We have learned a tremendous amount of information about Missouri's services to infants, toddlers, children and youth with disabilities, and their families – and with that information, we have learned to ask more questions. It is only with this approach of continuous improvement through data analysis, that we will learn what methods are successful, which methods are not successful, and most importantly, the reasons why.

The Missouri Department of Elementary and Secondary Education (DESE), Division of Special Education coordinated the CIMP process. The Division was reorganized in July 2000. This design created four functional sections that address infants, toddlers, children and youth with disabilities ages 0-22; Compliance, Data Coordination, Effective Practices, and Funds Management. The Division:

- Has general supervision authority for Section 619 (ECSE) and Parts B and C of IDEA
- Serves as the lead agency for Part C – Missouri First Steps Program
- Operates the due process, mediation, and child complaint systems
- Operates Missouri School for the Blind, Missouri School for the Deaf, and State Schools for Severely Handicapped
- Monitors 524 public school districts as well as charter schools
- Collects data on children and youth with disabilities ages 0-22
- Coordinates the state's Comprehensive System of Personnel Development (CSPD) system for personnel serving infants, toddlers, children and youth with disabilities 0-22
- Administers and distributes state and federal funds for Special Education and Early Intervention in Missouri

The reorganization of the Division centralized all monitoring activities for Part B and Part C in the Compliance section. The staff develops monitoring standards and procedures, conducts monitoring activities, coordinates the due process hearing and mediation systems, and investigates child complaints.

Missouri now has more data than previously and reports from Missouri's monitoring system are now automated. Missouri has a monitoring system in place that includes follow-up monitoring until districts are in compliance. As a result of the change in monitoring procedures, one of the expectations is that data from the system will be available for analysis to inform and shape the type of strategies that will need to be developed to contribute to systemic change. The number of child complaints has declining in the last five years, and the percent of complaints extended beyond sixty days has been cut in half in the 2001-2002 school year.

The State had two steering committees for the CIMP. The Part B steering committee is the State Special Education Advisory Panel (SEAP). The Part C steering committee is a subcommittee of the State Interagency Coordinating Council (SICC). Division of Special Education personnel also served on the steering committee. Both steering committees were involved with the development and review of the Transition from Part C to Part B cluster area subcommittee and report. A complete listing of steering committee members and their affiliations can be found in the appendix.

Stakeholders involved included parents, students, school district general and special education teachers and administrators, representatives of parent and professional organizations and Part C providers. DESE staff provided information and data and some staff members facilitated cluster subcommittees. The Office of Social and Economic Data Analysis (OSED) participated in designing, collecting and analyzing the survey data and designing the focus groups. Great Lakes Area Regional Resource Center (GLARRC) staff provided technical assistance to DESE and steering and cluster area committees.

The Missouri process began in 2000 with Division staff and a Special Education Advisory Panel member attending the OSEP Self-Assessment Institute in Chicago. Following that meeting, the participants designed a process that allowed maximum stakeholder involvement, addressed both OSEP and Missouri indicators, and was data driven. For Part C, Missouri used the work of the First Steps System Redesign Task Force as a basis for data collection.

The work on the self assessment was subdivided into the following areas: General Supervision for Part B, Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), Secondary Transition, Parent Involvement, Early Childhood Special Education, Early Childhood Transition from Part C to B, General Supervision for Part C, Comprehensive Public Awareness and Child Find System, Early Intervention Services in Natural Environments and Family-Centered Services. The Early Childhood Special Education cluster committee was designed to meet a state need and was not a cluster area recommended by OSEP. Otherwise, these areas and their corresponding components and indicators follow OSEP's recommendations. In some instances, committees modified the language for clarity for Missouri. The Self-Assessment contains data and committee conclusions on the OSEP Clusters, Components and Indicators. Stakeholders, through their work on these cluster areas, identified the following general areas of strength and concern in Missouri:

General Supervision

Missouri's special education monitoring system includes new standards and indicators that review both process compliance and student performance. A new database for child complaints, due process, and mediation will more closely tie monitoring and the child protection systems together to identify systemic issues. DESE has a collaborative and cooperative relationship with other agencies providing services. Monitoring needs to be enhanced in the areas of county jails, oversight of private agencies, and performance of students at Missouri School for the Blind (MSB) and Missouri School for the Deaf (MSD).

Parent Involvement

Parents report they participate in decisions regarding their own child and a growing number are involved in other program improvement activities. Parents are concerned that the Procedural Safeguards' statements required by OSEP are difficult to understand.

FAPE

Missouri has a strong CSPD component to address training needs of special education and related services personnel. The availability of qualified staff to provide special education and related services needs further research on a regional level to determine the prevalence and causes of shortages. The data system for collection of personnel data needs revision.

Performance data in the areas of the Missouri Assessment Program (MAP), graduation rates and dropout rates indicates steady improvement, however, a gap still exists between students with and without disabilities.

Secondary Transition

There are numerous CSPD activities in the area of transition. Data shows increases in graduation rates, post secondary training, and employment for students with disabilities. Dropout rates are also declining. Additional data analysis on a regional basis will assist in targeting specific areas of concern.

Early Childhood Special Education (ECSE)

There are still many unknowns about the early childhood programs in Missouri. Additional and better data is needed on all aspects of Early Childhood Special Education in order to better identify areas of concern.

Part C

The Part C system is in the Phase 1 process of implementation of a redesign, which includes a centralized data system and a central finance office. Monitoring of the implementation of the redesign components will occur to ensure the effectiveness of the changes.

In addition to the above findings, the following improvements were put in place during this process:

- A state level database for professional development was developed and implemented.
- Special Education State and District Data Profiles were developed and distributed to all districts.
- Monitoring standards/ indicators and a new training/credentialing system were developed and implemented for Part C.

Both steering committees stated in Lessons Learned, the value of using critical data to assist in decision making and to monitor progress as they move to the improvement planning phase.

***Monitoring,
Due Process
and Child
Complaint
Systems***

PART B MONITORING DESCRIPTION

SHOW-ME STUDENT OUTCOMES: Monitoring for results in Missouri

As a result of the Reauthorization of the Individuals with Disabilities Education Act (IDEA) in 1997, the implementation of the Office of Special Education Program's (OSEP) Continuous Monitoring Improvement Plan (CIMP) and the beginning of the third cycle of the Missouri School Improvement Process (MSIP) in 2001-2002, the Compliance Section of the Division of Special Education in the Spring of 1998 convened a group of stakeholders. This group of school administrators, special and regular educators, parents, advocates and state department staff reviewed the current special education monitoring process and made recommendations for the future of those activities. As part of their review, the committee examined several monitoring models, as well as the OSEP CIMP process.

The discussions of the committee focused around concerns with the present system, implementing monitoring activities that measure quality and results and methods to ensure that both monitoring activities and corrective actions will address systemic change. The committee established the following goals for the monitoring system in Missouri:

- Must be a useful tool in the process of comprehensive school improvement in the state.
- Must be a continuous, self-directed activity.
- Must allow for individual differences between and among districts.
- Must include input from parents and students.
- Must include a performance profile for each district.
- Must examine district progress toward the State Performance Goals and Indicators.
- Must initiate district self-analysis that focuses on improved services for students with disabilities and not just improved paperwork.

Revisions to the state's monitoring system were based on the desire to meet the IDEA requirements that State Education Agencies (SEA) monitor all agencies responsible for the provision of services to students with disabilities and at the same time provide a mechanism that would increase the capacity at the local level to address compliance issues on a daily basis. The primary goal is that each responsible public agency will have the tools and the knowledge to review and validate its own special education programs. By building this capacity, it is anticipated that more time, energy, and resources can be directed at both the state and local level toward the improvement of student performance and provision of appropriate special education services.

Monitoring System Components

The Monitoring system includes the following components:

- Training and on-going technical assistance
- Agency self-assessment
- State level review of:
 - Agency self-assessment
 - Performance profile
 - Public inputs (phone calls, letters, complaints)
 - Past compliance review results
 - Unique/emerging factors
- Determination of "level of involvement"
- On-site review in limited number of agencies
- Final Compliance Report to all agencies
- Corrective Action/Improvement Planning
- Follow-up activities
- Annual Performance Profiles

Missouri School Accreditation Process

The Missouri School Improvement Program (MSIP) is Missouri's system for school accreditation. It was mandated by the State Legislature and implemented during the 1990-1991 school year. MSIP reviews districts on a five-year cycle. The 2001-2002 school year was the beginning of the third five-year cycle for MSIP. Since its inception, all state and federal programs, including special education, have conducted their monitoring activities in conjunction with the MSIP review.

Special Education Monitoring Cycle

In keeping with the MSIP model of a five-year review cycle, special education compliance monitoring occurs on the same cycle. Each agency enters the special education review cycle one year prior to its scheduled MSIP review.

In Year One, agencies are provided with in-depth training on the monitoring system and how to conduct their self-assessment. This training generally occurs in October of each year. Between November 1 and April 1, the agency conducts their self-assessment. Between April 1 and August 1, the Compliance section reviews each self-assessment and develops a district composite using various pieces of information including the self-assessment, a review of submitted student files, data from the complaint systems, anecdotal data collected on districts through the year(s), performance data and state 618 data. From this composite a determination of one of the following three "levels of involvement" is made:

- Level I: Review complete. No further information is needed. Final report can be issued.
- Level II: Limited verification. Additional information is needed from the agency before a final report can be issued.
- Level III: On-site. A comprehensive on-site visit is needed prior to the issuance of a final report.

In Year Two, the following activities take place, based upon the level of involvement:

- Level I districts: A final report is issued. If there were any areas of non-compliance identified, a Corrective Action Assurance Statement is submitted and an Improvement Plan is developed through the agency's Annual Program Evaluation and Comprehensive School Improvement Plan (CSIP). A follow-up is conducted within one year to review any areas of non-compliance.
- Level II districts: Additional verification information is submitted to the Department of Elementary and Secondary Education (DESE). Once this information has been reviewed and final compliance calls made, a final report is issued. If there were any areas of non-compliance identified, a Corrective Action Assurance Statement is submitted and an Improvement Plan is developed through the agency's Annual Program Evaluation and CSIP. A follow-up is conducted within one year to review any areas of non-compliance.
- Level III districts: A comprehensive on-site review is conducted in conjunction with the MSIP reviews. Districts are chosen for an on-site visit when a review of the district's self-assessment and evaluation of the information found in the Performance Profile indicates a need for a more comprehensive review. Additional on-site reviews are randomly selected using a lottery system. This process selects one district from each of the nine regional training areas across the state. Through the lottery system, the Division is able to track the effectiveness of the self-assessment process for determining compliance with the Individuals with Disabilities Education Act (IDEA) regulations. At the conclusion of the review, a final report is issued. If there were any areas of non-compliance identified, a Corrective Action Assurance Statement is submitted and an Improvement Plan is developed through the agency's Annual Program Evaluation and CSIP. A follow-up is conducted within one year to review any areas of non-compliance.

Level of Involvement Summary

		Number of Districts Reviewed	
		FY 2002	FY 2003
Level I	Review Complete	20	11
Level II	Additional Verification	40	44
Level III	On-site	42	48
	• Lottery	7	9
	• Profile	28	31
	• Special Districts/ Components	7	8

How Monitoring is tied to the Continuous Improvement Monitoring Process (CIMP)

The monitoring system addresses special education compliance standards and indicators that were developed around the Office of Special Education Programs (OSEP) cluster areas and indicators as well as the State Performance Goals and Indicators. The compliance standards and indicators not only emphasize procedural compliance, but also student performance. Districts are provided with an annual District Performance Profile so that they can monitor their progress in meeting performance goals.

Data Collection and Analysis

A Special Education Compliance Management System (CMS) provides a vehicle to collect and analyze monitoring data. This system provides monitoring results on all of the standards and indicators on a state and district basis, as well as for other demographics (regions of the state, agency size, etc.). A database has also been developed for complaints that are filed. For child complaints, allegations are tracked by issue and can be correlated back to compliance standards and indicators. This information is used when reviewing agency self-assessments, as well as for making decisions about other initiatives that may be needed.

FY2002 monitoring data referenced in this report was collected via the CMS. The data represents approximately one-fifth of the districts in the state.

PART C MONITORING DESCRIPTION

Background

Monitoring of the Part C system has not been conducted during the development and implementation of the Part C System Redesign. With the implementation of Phase I of the redesign, monitoring of the Phase I System Point of Entry (SPOEs) will be conducted beginning in October of 2002. Monitoring of the remainder of the state will commence with implementation in February of 2003.

System Components

A system for monitoring of compliance with state and federal regulations implementing Part C of the Individuals with Disabilities Education Act (IDEA) is being developed to incorporate elements of the new Part C system redesign.

Elements of the monitoring system will be:

- Review of data from Central Finance Office (CFO) reports
- On-site reviews at the SPOE to include:
 - Individual child record reviews
 - Staff interviews
 - Review of compliance with contractual obligations
- Review of System Satisfaction Surveys
 - Families
 - Providers
- Review of other public inputs
 - Phone calls
 - Mail (including e-mail)
 - Child complaints and due process hearing results

With the implementation of the CFO and the data system that it provides, a number of compliance requirements will be monitored on a continuous basis through review of CFO reports. When review of these reports indicates potential compliance concerns, an immediate contact will be made with the SPOE to investigate the issue.

Regular on-site reviews will also be scheduled with each SPOE. Prior to an on-site review, data reports will be analyzed, as well as review of information from System Satisfaction Surveys and other public inputs.

The monitoring system will address Early Intervention compliance standards and indicators developed around the Office of Special Education Programs (OSEP) cluster areas and indicators as well as the State Performance Goals and Indicators.

The State is presently developing a system of progressive sanctions for system providers and SPOEs to be implemented whenever issues of non-compliance are identified.

DUE PROCESS HEARING AND CHILD COMPLAINT SYSTEMS

Due Process

The Due Process Hearing system in the State of Missouri is a one-tier system consisting of a state-level, three-member Hearing Panel for Part B, a single Hearing Officer for Part C and a single Hearing Officer for Expedited Hearings in Part B. The Part C Hearing Officer and the Part B Expedited Hearing Officer are attorneys under contract with the State of Missouri. The Part B hearing panel is composed of two trained lay officers, one selected by each party, and a Hearing Chair who is an attorney on contract with the State of Missouri. Both the Part B and Part C Due Process Hearing systems incorporate all requirements as specified in the Part B Federal Regulations at 300.506 through 300.514 and the Part C Federal Regulations at 303.419 through 303.425.

Requests for a Due Process Hearing must be made in writing to the Department of Elementary and Secondary Education, Division of Special Education. For the Part B hearing system, within (10) days of the date of the filing of a request, the parties must have identified their choice for a hearing officer. Within fifteen (15) days of the receipt of the request, a Hearing Chair is selected and the panel empowered.

Upon receipt of a request for a hearing, both parties are offered the opportunity for Mediation. Both parties must agree to enter into Mediation and agree on a trained Mediator from a list that is provided. In the Part B system, prior to filing a request for a Due Process Hearing, the parent may submit a request to the Local Education Agency (LEA) for an Informal Resolution Conference. A parent request for a Due Process Hearing is considered to be a waiver of their right to an Information Resolution Conference. In this case, the LEA may conduct the Resolution Conference and notify the parent of the results or they may waive the conduct of the conference.

If either party does not agree with the hearing decision, they may appeal the findings and decision in either state or federal court. The decision of the Due Process Hearing Panel is a final decision, unless a party to the hearing appeals.

Child Complaints

A child complaint may be filed by any individual or organization that believes there has been a violation of any state or federal regulation implementing the IDEA in either the Part B or Part C system. The complaint must be filed in writing with the Department of Elementary and Secondary Education, Division of Special Education, unless it is determined that the requirement to file in writing effectively denies the individual the right to file the complaint. The child complaint procedures for Parts B and C incorporate all of the requirements as specified in the Part B Federal Regulations at 300.660 through 300.662 and the Part C Federal Regulations at 303.510 through 303.512.

Child complaints are investigated by a staff member of the Division of Special Education. Decisions are issued by the Commissioner of Education within sixty (60) days of the receipt of the complaint, unless it is determined that a longer period is necessary due to exceptional circumstances that exist with respect to an particular complaint.

In resolving a complaint in which it is found that a Responsible Public Agency is out of compliance, the Department addresses within its decision how to remediate the compliance violation, including as appropriate, the awarding of monetary reimbursement or other corrective action appropriate to the needs of the child; and appropriate future provision of services for all children with disabilities. If needed, technical assistance activities and negotiations are undertaken.

If a written complaint is received that is also the subject of a due process hearing or contains multiple issues of which one or more are part of that hearing, the part(s) of the complaint that are being addressed in the due process hearing are set aside until the conclusion of the hearing.

If an issue is raised in a complaint that has previously been decided in a due process hearing involving the same parties, the hearing decision is binding. A complaint alleging a school district's failure to implement a due process decision is resolved by the Department of Elementary and Secondary Education (DESE).

Self- Assessment Process

SELF-ASSESSMENT PROCESS

Part B

Background

The Office of Special Education Programs (OSEP) has identified eight “Cluster Areas” as being those areas of the Individuals with Disabilities Education Act (IDEA) that have the greatest potential for impacting the outcomes for infants, toddlers, children and youth with disabilities. The eight cluster areas covering both Parts C and Part B form the basis for the OSEP Continuous Improvement Monitoring Process (CIMP). As part of the monitoring process, OSEP required states to conduct a self-assessment on these cluster areas using committees of stakeholders. The self-assessment information that is developed through this process will be used by OSEP to design their monitoring of the state.

To prepare for this required activity in the spring of 2001, the Department of Elementary and Secondary Education’s (DESE) Division of Special Education prepared committee assignments around the cluster area topics and engaged both the State Interagency Coordination Council (SICC) for Part C and the Special Education Advisory Panel (SEAP) for Part B in conversation and commitment to this process.

In addition to the five cluster areas identified by OSEP for Part B, Missouri chose to take an in-depth look at the Early Childhood Special Education (ECSE) program and treated it as an additional cluster.

Cluster Areas for Part B

- General Supervision
- Parent Involvement
- Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
- Secondary Transition
- Early Childhood Special Education (ECSE)
- Early Childhood Transition

Committee Responsibilities

DESE appointed committees by April 1, 2001. Committees began their work the week of May 14th. All cluster area committee members participated in an Orientation to the Improvement Process, Orientation to Data Analysis, and had an opportunity to meet with their committees to establish future meeting dates and work scope.

Each cluster committee was responsible for responding to the questions that had been outlined for their work and review preliminary data gathered by DESE staff. Committees were encouraged to suggest, obtain and review other data sources that may be available. The data sources that were listed were not all inclusive. Some data sources provided current information; others failed to contain the information that the committee believed was needed. Committees suggested new or modified data sources as part of their findings.

Each cluster committee was responsible for submitting a written report by September 30, 2001, to DESE that included the following three components:

1. **Committee Findings:** This section summarized the findings of the committee which “painted a picture” of the current status of the cluster area in the state. The findings had to be supported with the identification of the activities and/or data used by the committee in making its findings. The committee also reported on barriers and/or challenges that were identified in their study of the area.

2. **Analysis of Findings:** This section of the report identified, as appropriate, positive findings related to the cluster area (what is going well) and provided any specific recommendations for improvement strategies for the cluster area.
3. **Identify Data Gaps:** This section identified additional data needed to make a thorough analysis of the cluster area. Recommendations for obtaining the data included surveys, focus groups and querying other agencies.

June – September 2001 Cluster Meetings

- **OSEP Draft Indicators**

The Office of Special Education Programs (OSEP), which is a part of the U.S. Department of Education, issued revised draft indicators for the components of the cluster areas. During the June meeting, the committees reviewed the revised critical indicators for their cluster areas. The committees made recommendations from these drafts that the Missouri Department of Elementary and Secondary Education (DESE) submitted to OSEP. In addition, the committee finalized the wording for each indicator that was used in the self-assessment process.

- **Cluster Committee Role and Report**

Staff from the Great Lakes Regional Resource Center (GLARRC) assisted with the design of the next phases of the Continuous Improvement Monitoring Process (CIMP). The role of the cluster committees was to do a data review by the end of September. Committees issued a preliminary data analysis (strengths and weaknesses for each component of the cluster areas) and made recommendations for the data that still needed to be collected (data gaps). The recommendations for additional data collection either validated or complemented the data that was analyzed by the committee. A final format of the preliminary report was provided at the July meeting so that committees could begin to develop the report.

October 2001 Cluster Committee Report to Panel

- In October 2001, representatives of the cluster committees presented their reports. Committees determined how the report would be presented to the Special Education Advisory Panel (SEAP), which was the steering committee for the Part B cluster areas.

November 2001-July 2002 Additional Data Gathering

- During the spring of 2002, DESE collected additional data as recommended by the subcommittees. At that time, DESE developed an unsuccessful grant application to OSEP to provide funds to assist the state in this process. DESE staff contacted outside agencies, collaborated with GLARRC on the development of surveys and focus groups, and contracted with Office of Social and Economic Data Analysis (OSED) to conduct parent and student surveys.

After additional data was collected to validate the cluster committees' preliminary findings or to fill in the "data gaps" that the committees identified, the cluster committees reconvened in July 2002 to write a final report for each cluster area.

October 2002 Adoption of Self-Assessment Report

- The SEAP and DESE met to review the final report in October 2002. At that time, the SEAP engaged in a "Cross-Cluster Analysis" which resulted in the identification of systemic findings and developed recommendations for systemic improvements for both compliance issues and improved results for children with disabilities in our state.

Timeline for the Continuous Improvement Monitoring Process (CIMP) For Special Education Service Delivery in Missouri Part B

Activity	Dates	Participants	Objectives	Outcomes
Office of Special Education Programs (OSEP) Self-Assessment conference	July 18-19, 2000 Chicago	State Advisory Panel and Department of Elementary and Secondary Education (DESE) staff	Gain knowledge of self-assessment process from OSEP and states that have completed the process.	Developed understanding of the value of the process
Internal meetings to discuss the process	August-October 2000	DESE staff	In-service DESE staff and discuss options since Missouri is not required to go through until 2002-03.	Made the decision to initiate process early to allow ample time for completion of a quality self-assessment
Design and planning of Missouri Self-Assessment Process	October 2000 – April 2001	State Advisory Panel and DESE staff	Design the process to address Missouri concerns.	Designed the self-assessment process; added Early Childhood Special Education (ECSE) cluster for Missouri needs; developed format and data presentation for orientation session
Data Collection/Preliminary Data Analysis	May-September 2001 May 15-16 June 12-13 July 13-14 August 6-7 September 10-11	Cluster Committees, State Advisory Panel and DESE staff	Study self-assessment clusters, develop/review indicators for each component, suggest data sources necessary to analyze indicators, inventory data available, suggest data that still needs to be collected, start data analysis (strengths and weaknesses under each component.) These data requests may include surveys, focus groups, other secondary data collection (i.e., data from other agencies), etc.	Issued preliminary data analysis (strengths and weaknesses for each component), issued recommendations for data still needing to be collected that will either validate or complement available data analysis. Indicated new data that has not been available to the subcommittee. Issued preliminary report for Special Education Advisory Panel (SEAP) and DESE review.
Presentation on Available Data and Recommendations for Further Data Collection (validation and complementation)	October 2001	State Advisory Panel, Subcommittees (or representatives) and DESE staff	Presentations by cluster committee members on recommendations for additional data collection for filling data gaps and exploring data validation needs.	Inventory of data still required for complete cluster analysis, including data for validation of preliminary findings.
Meet with Great Lakes Area Regional Resource Center (GLARRC) to discuss data collection for Data Gaps	December 2001	GLARRC and DESE staff	Identify strategies for obtaining information listed under data gaps and prioritize options.	Developed preliminary plan to collect additional data for subcommittees

Activity	Dates	Participants	Objectives	Outcomes
Special Education Advisory Panel (SEAP) meeting	January 2002	State Advisory Panel and Subcommittees (or representatives)	Discussion and review of Cluster Reports, Data Gaps and plan to collect additional data.	Reviewed data gaps
Additional Data Collection (Validation and complementation)	October 2001 – May 2002	DESE staff, GLARRC, OSEDA	Collect recommended data that includes the design and implementation of surveys, focus groups, and plan/design data systems for continued analysis (if necessary.)	Presentation to subcommittees and advisory panel of requested data, summary of results of data collected from surveys, focus groups, etc., presentation of data system modifications (if necessary)
SEAP Meeting	March 2002	State Advisory Panel, Subcommittees (or representatives) and DESE staff	Design a process to gather questionnaire and surveys	Agreed to use GLARRC for focus groups: Contract groups with OSEDA for parent and student surveys.
Meet with Office of Social and Economic Data Analysis (OSEDA) to develop surveys and Focus groups	March 18, 2002	DESE and OSEDA	Design a process to gather questionnaire and surveys	Developed draft surveys for review by SEAP committee
Surveys and Focus Groups	March-August 2002	DESE staff, GLARRC, OSEP, State Advisory Panel	Conduct parent phone survey. Conduct student mail survey. Conduct parent, student, ECSE administrators, and administrator's focus groups.	Written report of surveys. Written report of focus groups.
SEAP meeting	May 2002	State Advisory Panel and DESE staff	Update on status	Update
Data Analysis	July 2002	DESE staff, GLARRC	Complete data analysis (strengths and weaknesses) and data validation per cluster and component of self-assessment – using information developed during previous subcommittee meetings and the new data.	Write the findings (strengths and weaknesses) for each cluster and component of self-assessment. Present findings to State Advisory Panel.
Report Writing Design Team	July 2002	State Advisory Panel, DESE staff, GLARRC	Design a format for the final report	Outlined final report format and made writing assignments
SEAP Panel meeting	August 2002	State Advisory Panel, DESE staff	Debriefing on cluster committee meetings. Developed process for review and adoption of the final report.	Systemic analysis of findings, recommendations for systemic improvements (compliance and improved results). Reviewed process agreed upon.
Self-Assessment Writing and Review	June-September 2002	DESE staff	Write self-assessment draft, obtain self-assessment feedback, review self-assessment	Draft copy of self-assessment for final approval by SEAP.
Final Report Development	October 2002	State Advisory Panel, DESE staff, GLARRC	Adoption of the final report	Final self-assessment report due to OSEP October 18, 2002.

Continuing Improvement Monitoring Process (CIMP)

Cluster Committee Meetings

Part B

Date	Tasks	Strategies	Products
May 15-16, 2001 Cluster Committee Orientation	<ul style="list-style-type: none"> • Reviewing and clarifying indicators (components/clusters) • Discussing assumptions and implications • Determining if sufficient data is provided or if there are other data sources available • Beginning analysis of existing data 	<ul style="list-style-type: none"> • Whole group discussion • Small groups (dyads/triads) discussions 	<ul style="list-style-type: none"> • Lists of assumptions, questions and concerns • Lists additional sources of data
June 13-14, 2001 Cluster Committee Meeting	<ul style="list-style-type: none"> • Reviewing and clarifying the revised indicators (components/clusters) from OSEP • Reviewing and analyzing existing data, identifying additional data sources, proposing data collection improvements • Determining if sufficient data is provided or if there are other data sources available • Analyzing data and determining results 	<ul style="list-style-type: none"> • Critical analysis of data • Whole group and small group discussions • Participant facilitation and reporting out • Brainstorming 	<ul style="list-style-type: none"> • List of indicators for cluster area • Lists of assumptions, questions and concerns • Lists of additional sources of data • Proposals of data collection needs (gaps) and/or improvements
July 18-19, 2001 Cluster Committee Meeting	<ul style="list-style-type: none"> • Reviewing and clarifying of indicators (components/clusters) • Reviewing and analyzing existing data, identifying additional data sources, proposing data collection improvements • Determining if sufficient data is provided or if there are other data sources available 	<ul style="list-style-type: none"> • Whole group and small group discussions • Generating and focusing, participant facilitation and reporting out • Critical and creative thinking • Converging ideas • Describing the big picture 	<ul style="list-style-type: none"> • Clarification of assumptions questions and concerns • Identification of themes within each cluster • List of data gaps for the cluster area. • List of recommendations for improvements in data collection
August 6-7, 2001 Cluster Committee Meeting	<ul style="list-style-type: none"> • Incorporating new data in the component review • Determining validation of data analysis conclusions • Combining and condensing improvement strategies • Organizing strategies in systems framework 	<ul style="list-style-type: none"> • Whole group and small group discussions • Brainstorming, generating and focusing ideas and reporting out to large group • Critical and creative thinking • Converging ideas • Describing the big picture 	<ul style="list-style-type: none"> • Synthesized list of strategies for major themes • List of maintenance and improvement strategies • Identification of themes across clusters
July 2002	<ul style="list-style-type: none"> • Incorporating new data requested into reports • Revising conclusions • Identifying conclusions for components 	<ul style="list-style-type: none"> • Whole group/small group discussions 	<ul style="list-style-type: none"> • Revised cluster area report • Conclusions for components • Strengths • Concerns • Additional comments

SELF-ASSESSMENT PROCESS

Part C

Background

In July 1998, Department of Elementary and Secondary Education (DESE) contracted with Solutions to conduct a thorough study of the current First Steps system and provide recommendations for system redesign. Solutions worked extensively with a Redesign Task Force made up of the State Interagency Coordinating Council (SICC) and Missouri Stakeholders to gather public input, conduct surveys and meet with state agencies including the Departments of Health and Senior Services, Mental Health, and Social Services. The final report was issued in September 1999. As a result, forty-five major recommendations were agreed upon to redesign the First Steps System in Missouri. The major components adopted included:

- **Establishment of a Central Finance Office (CFO) and Centralized Data System**
The Central Finance Office (CFO) manages the receipt/recovery of funds and payment of provider bills for early intervention services, and monitors provider enrollment and credentialing. A common CFO enrollment form enables providers to become vendors for multiple programs. The single data system provides required data for federal reports and fiscal and program planning and management. Common documents including the Individualized Family Service Plan (IFSP) were developed and are required system-wide. These forms support First Steps processes, eliminate duplication, are coordinated with other agency programs and services, and are all linked to the single data system.

- **System Point of Entry (SPOE)**
A System Point of Entry (SPOE) designated by individual counties or a cluster of counties performs initial intake and eligibility determination, and all data collection functions. SPOEs are funded through contracts with DESE. Twenty-five SPOEs are expected at full implementation of the Redesign.

SPOEs may not be providers of early intervention services but may be providers of ongoing service coordination. SPOEs are responsible for all data entry for initial, annual, and updated IFSPs for their service area. SPOE staff must attend training and be credentialed as required by their contracts with DESE.

- **Service Providers**
All providers of early intervention services including independent service coordination must be credentialed, be Medicaid providers, and enroll in the CFO in order to receive authorizations and payment for provision of early intervention services.
- **Comprehensive System of Personnel Development**
The Redesign recommendations included the development of standardized training modules that would be required for all providers of Part C services in the state. Training is provided regionally by credentialed trainers who have met standards set by the state. Exit exams are required for each module. Training modules that have been developed and implemented include:
 - Orientation to First Steps—this covers the philosophy and intent of Part C services, federal and state rules and the Individualized Family Service Plan (IFSP) process.
 - Evaluation and Assessment—this covers required steps in evaluation to determine eligibility and assessment for ongoing IFSP programming. Effective practices for assessment of very young children, selection of instruments to meet individual needs, and report writing are presented.
 - IFSP Outcomes and Intervention in Natural Environments—this covers effective practices in developing functional outcomes and embedding early intervention services in the daily routine of families' lives.

- Transitions—this covers effective planning for transition into, within, and out of First Steps for families and children.
- Service Coordination—this covers the role and responsibilities of intake and ongoing service coordinators.
- System Point of Entry (SPOE) Training—this covers all responsibilities of the SPOE staff including intake, eligibility determination, and data entry for all Part C functions including IFSP data for eligible infants and toddlers.

Continuous Improvement Monitoring Process (CIMP)

In July 2000, when Missouri began working on the Continuous Improvement Monitoring Process (CIMP), Division staff and the State Interagency Coordinating Council (SICC) agreed that a significant amount of self-assessment data had been gathered via the redesign efforts of the state. The state had also begun the implementation of the major components. A joint decision was made to incorporate the data from the Redesign effort and begin to add in appropriate child data from the new system.

The contract for the Central Finance Office (CFO) was awarded and Phase I SPOEs began operation in April 2002. During the spring 2002 Legislative session, the state began experiencing revenue shortfalls. Budget reductions were ordered for all state agencies for 2002 and will be continued into 2003. Department of Elementary and Secondary Education (DESE), Department of Mental Health (DMH), and the Department of Health and Senior Services (DHSS) were all affected by budget reductions with the other two agencies (DMH and DHSS) hit with staff reductions. A \$700,000 reduction was required by the state legislature to the DESE First Steps supplemental budget request. DESE made the decision to continue direct services to infants, toddlers, and families and focus budget reductions at administrative functions, Local Interagency Coordinating Councils (LICCs) and training. Instead of phasing in various regions of the state during the fall of 2002, the decision was made to implement the Redesign in the remaining areas of the state in February 2003.

The SICC has been actively involved with the implementation of the new First Steps system. Data from the new system is still somewhat unreliable. SPOEs have been entering data since April 2002. DESE began reviewing data for accuracy and have been working with SPOEs to improve the accuracy and validity of the data.

Implementation

In January 2002 the contract for the CFO and five SPOEs were awarded. This began the Phase I implementation in eighteen counties. Eligible infants and toddlers were converted from the old system to the new data system through a series of conversion activities between DMH, DHSS and the designated SPOEs. Beginning on April 1, 2002, all First Steps services are being provided to eligible infants and toddlers in these eighteen counties through the five SPOEs in Phase I.

Missouri currently has a Request for Proposal (RFP) available for the remaining areas of the state. The closing date for bids is September 17, 2002. It is anticipated that the remaining areas will be awarded by November 1, 2002 with a startup date of February 2003.

Timeline for the Continuous Improvement Monitoring Process For Special Education Service Delivery in Missouri Part C

Activity	Dates	Participants	Objectives	Outcomes
Office of Special Education Programs (OSEP) Self-Assessment Conference	July 18-19, 2000 Chicago	Special Education Advisory Panel (SEAP) and Department of Elementary and Secondary Education staff (DESE)	Gain knowledge of self-assessment process from OSEP and states that have completed the process.	Developed understanding of the value of the process
Internal meetings to discuss the process	August-October 2000	DESE staff	In-service DESE staff and discuss options since Missouri is not required to go through the self-assessment until 2002-2003.	Decision to try to use Redesign data as much as possible in the process.
Design and planning of Missouri Self-Assessment Process	October 2000 – April 2001	State Interagency Coordinating Council (SICC) and DESE staff	Design the process to address Missouri concerns and make decision to begin process early in order to conduct a more thorough review of data.	Designed the self-assessment process using data from Redesign efforts.
Data Collection/ Preliminary Data Analysis	May-September 2001	DESE staff	Study self-assessment clusters, develop/review indicators for each component, suggest data sources necessary to analyze indicators, inventory data available, suggest data that still needs to be collected, start data analysis (strengths and weaknesses under each component based on Redesign data).	Issued preliminary data analysis (strengths and weaknesses for each component), issued recommendations for data still needed to collected that will either: validate or complement available data analysis. Also, indicated new data that has not been made available to the subcommittee. These data requests may include surveys, focus groups, other secondary data collection (i.e., data from other agencies)
Establish performance objectives for Part C system	November 2001	SICC, DESE staff, Great Lakes Area Regional Resource Center (GLARRC)	Review Part B performance goals, Redesign, and OSEP clusters and indicators.	Developed performance indicators for Part C.
Presentation on available data and recommendations for further data collection (validation and complementation)	January 2002	SICC, Subcommittees (or representatives) and DESE staff	Presentations of subcommittee members on recommendations for additional data collection for: filling data gaps, and exploring data validation needs.	Inventoried data still required for completion cluster analysis, including data for validation of preliminary findings.
Meet with GLARRC to discuss data collection for Data Gaps	December 2001	GLARRC and DESE staff	Identify strategies for obtaining information listed under Data Gaps; prioritize options	Developed preliminary plan to collect additional data.

Activity	Dates	Participants	Objectives	Outcomes
Additional Data Collection (Validation and complementation)	October 2001 – July 2002	Missouri State Agency Data Team	Collect recommended data which includes the design and implementation of surveys, focus groups, and plan/design data systems for continued analysis (if necessary)	Presentation to subcommittee and State Interagency Coordinating Council (SICC) advisory panel of requested data, summary of results of data collected.
State Interagency Coordinating Council (SICC) Meeting	March 2002	SICC and Subcommittees (or representatives)	Review Cluster area reports Conference call with Office of Special Education Programs (OSEP)	Updated and revised reports
SICC Meeting	July 2002	SICC and Department of Elementary and Secondary Education (DESE) staff	Review cluster area reports	Updated
Data Analysis	July 2002	Subcommittee, Missouri State Agency Data Team	Complete data analysis (strengths and weaknesses) and data validation per cluster and component of self-assessment – using information developed during previous subcommittee meetings and the new data	Wrote up the findings (strengths and weaknesses) for each cluster and component of self-assessment. Presented findings to State Advisory Panel
Report Writing Design Team	July 2002	Three Special Education Advisory Panel (SEAP) members, DESE staff, Great Lakes Area Regional Resource Center (GLARRC)	Design a format for the final report	Outlined final report format and made writing assignments
SICC meeting	July 2002	SICC and DESE staff	Debriefing on cluster committee meeting	Completed systemic analysis of findings, recommendations for systemic improvement s (compliance and improved results).
SICC meeting	September 2002	SICC and DESE staff	Debriefing on cluster committee meeting	Completed systemic analysis of findings, recommendations for systemic improvements (Compliance and improved results).
Self-Assessment Writing and Review	June-September 2002	DESE staff	Write self-assessment draft, obtain self-assessment feedback, review self-assessment	Draft copy of self-assessment for final approval by the SICC.
Final Report Development	October 2002	SICC and DESE staff	Adoption of the final report	Final Self-Assessment Report due to OSEP October 18, 2002.

***Stakeholder
Representation
& Public
Input***

STAKEHOLDER REPRESENTATION AND PUBLIC INPUT

Stakeholder representation and public input was critical to the Missouri process. Currently, the division maintains a list of stakeholders that we communicate with via our Special Education and First Steps list serves. Representatives were included throughout the process. Details are provided at the major steps in the process.

Steering Committees

- **Special Education Advisory Panel (SEAP)**
The Special Education Advisory Panel (SEAP) is required by the Individuals with Disabilities Education Act (IDEA). Since May 2001, they have addressed the Continuous Improvement Monitoring Process (CIMP) as a part of every agenda. The entire committee served as the steering committee for Part B. Their role in the process was to oversee the process and participate on cluster subcommittees.
- **State Interagency Coordinating Council (SICC)**
The State Interagency Coordinating Council (SICC) is required by IDEA. They meet approximately six times per year. The SICC were stakeholders in the First Steps redesign process. In discussing the CIMP process with them, the consensus was that since they were actively involved in the Task Force to design the new system, a subcommittee to work with the Department of Elementary and Secondary Education (DESE) on the CIMP process would be reasonable. This subcommittee was comprised of SICC members. Their role was to become knowledgeable about the process, suggest existing data to be used in subcommittee reports review the draft reports and report back to the SICC.

Cluster Area Subcommittees Part B & C

Each cluster area committee had the following participant categories: parent/advocate, LEA administrators, teachers, stakeholders, advisory panel and DESE staff. Participants were assigned to committees of their choice and then remaining slots were filled with a balance of the participant categories. A complete listing is available in the appendix.

Data Collection

As a result of the cluster area committees the division gathered additional public input to address the components and indicators.

- **Focus Groups**
Focus groups were conducted in eight locations throughout Missouri. St. Louis City, Springfield, Rolla, Pattonville, Raytown, Chillicothe, and Cape Girardeau were selected to provide a statewide geographic representation. Focus groups were designed for parents, secondary students, Early Childhood Special Education (ECSE) administrators and school administrators. Three teams made up of two Great Lakes Area Regional Resource Center (GLARRC) representatives conducted the focus groups. A DESE staff person initially contacted a representative, usually a special education director, at each of the selected areas requesting that a chosen individual work with GLARRC to set up the logistics of the focus groups. The special education directors agreed to provide locations for the focus groups and also to make arrangements to have the students available for the student focus groups.

DESE provided GLARRC with a mailing list and labels for all the principals and early childhood special education administrators in Missouri. To achieve a balance of elementary, middle, and secondary principals, GLARRC staff selected labels from each focus group area as they sent out letters of invitation to the principals.

GLARRC staff also selected labels for the early childhood special education administrators and sent out the letters. GLARRC staff called MPACT, Missouri's Parent Training and Information center, to request that MPACT either furnish labels for parents in each area or have MPACT send out the letters of invitation. MPACT decided that they would affix labels to letters if GLARRC would furnish the letters of invitation in stamped envelopes. MPACT staff members were very willing to cooperate.

Those parents who were available to answer the GLARRC phone calls or who called back the phone number that was left on the messages were really interested in the focus groups. They were eager to have the opportunity to participate in an activity that gave them the opportunity to provide input on their experiences and to get some questions answered that would be of value to them. However, a number of the parents had activities that conflicted with the dates and times of the focus groups so they were not able to participate. Ninety parents participated in the focus groups.

The letters of invitation were sent out just a short time prior to the dates of the focus groups. Because of that, a number of principals and early childhood special education administrators called to say that although they were really interested in participating, they would not be able to attend due to conflicting priorities. Forty-three early childhood special education administrators and sixty-eight principals participated in the focus groups.

The special education director at each location arranged to have secondary students available for the focus groups. A requirement was that each participant had to have a permission slip from his/her parents to participate. Permission slips did not go out in a timely fashion in one location so only students 18 and older who wanted to participate and could sign their own permission slips participated. A total of 109 students participated.

- **MSIP Questionnaire**

The Missouri School Improvement Program (MSIP) Parent Advanced Questionnaires were completed in the spring and fall of 2001. These questionnaires were disseminated to parents of children enrolled in a set of sixty-two school districts undergoing MSIP accreditation reviews in the 2001-2002 school year. Districts were identified by MSIP for the first year of the cycle and were geographically located throughout the state. These districts are an administrative subset whose characteristics are not significantly different from the population of 524 school districts statewide.

The results are based on a total of 52,573 parent questionnaires that were returned. One of the questions identifies parents with children who receive special education services. Of these 52,573 parents, about seven percent (just over 4,000) identified themselves as having at least one child receive special education services.

- **Parent Survey**

The parent survey was a telephone survey drawn from a sample of Missouri districts. A total of 637 parents of children with disabilities were sampled from more than 6,400 student records. These 637 parents were contacted via phone between June 3 and June 17, 2002. A total of 254 parents from thirty-two school districts completed the survey for a response rate of 37.9 percent. Districts were selected according to their urban and rural status and their percentage of minority students. Districts then supplied the Office of Social and Economic Data Analysis (OSED) with rosters. During the selection process, problems with the rosters were identified to include inaccurate phone numbers, names

and students that had exited the system. Prior to the survey parents were sent a letter informing them of their selection and asking for their participation in the survey.

- **Student Survey**

The student survey was a mail survey sent to a sample of special education students aged 16 and older. These students were drawn from the sample of districts used in the phone survey. A total of 252 surveys were mailed, but only 22 were returned. Because of the small sample, the data was not analyzed. The low response rate indicates that a different method should be employed to gather this information.

Systems Redesign

- **Part C Redesign**

The First Steps Redesign Task Force included a total of 42 members representing the State Interagency Coordinating Council (SICC), Early Intervention Providers, Division of Special Education staff, Early Intervention Liaisons, Department of Health (DOH), Department of Mental Health (DMH) and Department of Social Services (DSS), the director of Early Childhood for DESE, families, legislators, school districts and physicians.

- **Part B Monitoring Redesign**

As a result of the reauthorization of the Individuals with Disabilities Education Act (IDEA) in 1997, the implementation of the Office of Special Education Program's (OSEP) Continuous Monitoring Improvement Plan (CIMP) and the beginning of the third cycle of the Missouri School Improvement Process (MSIP) in 2001-2002, the Compliance section of the Division of Special Education in the spring of 1998 convened a group of stakeholders. This group of school administrators, special and regular educators, parents, advocates and State Department staff reviewed the current special education monitoring process and made recommendations for the future of those activities.

- **Parts B and C Database Development**

The cluster committees made numerous requests for data that the State Education Agency (SEA) had in hard copy files. Based on the types of requests made by the committees, the Special Education Data Coordination section worked with the Compliance and Effective Practices sections to develop databases to better organize the information maintained at the SEA level.

Report

- **Design Team**

Comprised of three Special Education Advisory Panel (SEAP) members who were all parents of children with disabilities and three Department of Elementary and Secondary Education (DESE) staff and two Great Lakes Area Regional Resource Center (GLARRC) representatives.

- **Report Review and Adoption**

Draft copies of the entire report were mailed to all SEAP and State Interagency Coordinating Council (SICC) panel members. GLARRC met with the SEAP on October 4, 2002, to adopt the report. The SICC subcommittee met with representatives of DESE on October 7, 2002, to adopt the report.

- **Dissemination**

The final copy of the self-assessment will be available on the Division website. Messages will be sent via the two major Division list serves, SELS and First Steps, to notify all stakeholders of the report's availability.

Data Explanations

DATA EXPLANATIONS

DATA	EXPLANATIONS
All Students vs. Non-disabled Students	Due to current data collection systems, it is difficult to compare children with disabilities to non-disabled children. Most comparisons in this report are between students with disabilities and all students. Missouri Assessment Program (MAP) results are the only data that compares disabled to non-disabled students.
Annual Report to Congress	Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act (IDEA) compiled by the Office of Special Education Programs (OSEP) from state reported 618 data.
Biennial Performance Report	Report submitted to OSEP in May 2002. Reports progress towards Missouri's Performance Goals and Indicators as well as additional data on assessments, disproportionality issues and suspension/expulsion rates.
Child complaint/due process database	A detailed database was developed for FY2002. The database allows for extensive querying of data and monitoring of prevalent issues and timelines.
Core Data	The Core Data Collection System is a web-based, automated collection system with interactive edits. Included in the system are twenty-five integrated "Screens" that are used to update or enter new information. The Core Data System is used to collect a large amount of the Missouri's 618 data, including child count (Screen 11), exiting (Screen 12), discipline (Screen 09) and personnel (Screen 18) data. Data is collected for all students, including, but not limited to enrollment, graduation/dropout and suspension/expulsion data. The current system of collecting exiting data makes it difficult to compare children with disabilities with non-disabled children. In this report, data for all students includes students with disabilities.
Early Childhood Special Education (ECSE) web application	Used by districts to submit their Early Childhood budgets.
Focus Groups	Focus groups were held in eight urban, suburban, and rural areas in Missouri including: Cape Girardeau, Chillicothe, Kansas City, Pattonville, Raytown, Rolla, Springfield, and St. Louis city. DESE determined that focus groups would be held for Early Childhood Special Educators in Pattonville and Raytown and for Principals in Cape Girardeau, Chillicothe, Kansas City, Rolla, Springfield, and St. Louis city. Focus groups of Parents and Junior and Senior High Students would be held in each of the eight areas. To ensure objectivity, members of the Great Lakes Area Regional Resource Center (GLARRC) facilitated the focus groups.

DATA	EXPLANATIONS										
Missouri Assessment Program (MAP)	<p>The MAP is a performance-based assessment system for use by all public schools in the state, as required by the Outstanding Schools Act of 1993. The assessment system is designed to measure student progress toward meeting the Show-Me Standards, seventy-three rigorous academic standards that were adopted by the State Board of Education in January 1996. State-level assessments were developed for students in the following grades:</p> <table border="1"> <thead> <tr> <th>Subjects</th><th>Grade Levels</th></tr> </thead> <tbody> <tr> <td>Mathematics</td><td>4, 8, 10</td></tr> <tr> <td>Communication Arts</td><td>3, 7, 11</td></tr> <tr> <td>Science</td><td>3, 7, 10</td></tr> <tr> <td>Social Studies</td><td>4, 8, 11</td></tr> </tbody> </table> <p>Achievement levels include Step 1, Progressing, Nearing Proficient, Proficient and Advanced. The MAP Index is used for data analysis purposes in this report. The Index is a weighted average of the performance levels of the students. The Index ranges from 100 to 300 with 100 indicating that all students are at the lowest level of proficiency and 300 indicating that all students are at the highest level of proficiency. The formula follows: MAP Index = (pct Step 1*1)+(pct Progressing*1.5)+(pct Nearing Proficient*2)+(pct Proficient*2.5)+(pct Advanced*3).</p>	Subjects	Grade Levels	Mathematics	4, 8, 10	Communication Arts	3, 7, 11	Science	3, 7, 10	Social Studies	4, 8, 11
Subjects	Grade Levels										
Mathematics	4, 8, 10										
Communication Arts	3, 7, 11										
Science	3, 7, 10										
Social Studies	4, 8, 11										
Missouri First Steps Redesign Project: Final Report and Recommendations	435 parent surveys were sent to families who had exited First Steps since July 1, 1998 and seventy-three were returned resulting in a 19.3% return rate. 557 Skills and Knowledge Inventories were distributed to providers within target counties and to all First Steps service coordinators statewide and 178 were returned and analyzed.										
Missouri School Improvement Program Advanced Questionnaire	A survey of parents in districts that are being monitored. Data can be disaggregated for parents of students with disabilities.										
Monitoring Data	<p>FY2002 was the first year of the third cycle of the Missouri School Improvement Program (MSIP). FY02 monitoring data referenced in this report was collected via the Special Education Compliance Management System (CMS). The data represents approximately one-fifth of the districts in the state or 102 districts. Districts are monitored on many indicators. These indicators can then be combined into standards. There are several standards for each of the following areas: Child Find, Dropouts, Evaluation, General Administration, Least Restrictive Environment, Personnel, Procedural Safeguards, Secondary Transition, Special Education and Related Services, State and District-wide Assessment, and Suspension/Expulsion. "FY2002 Monitoring Standard Evaluation-2" refers to the second standard in the area of evaluations. The report then indicates the number and percent of districts found out of compliance. Follow-up data for previous years was not available at the time of the writing of this report, therefore is noted as "Incomplete" in the data tables.</p>										

DATA	EXPLANATIONS
Parent Advisory Council (PAC) Grant Evaluation	Twenty-nine surveys were sent to recipients of PAC Sliver Grant funds. Purpose is to create a standing council to improve special education services through parent involvement. Twenty-five surveys were returned.
Parent Survey	Telephone survey drawn from a sample of special education records collected from thirty-two sampled districts. A total of 637 parents were sampled from more than 64,000 student records. These 637 parents were contacted via telephone between June 3 and July 17, 2002 and a total of 254 completed the survey, for a response rate of 37.9 percent.
School Entry Assessment Project	Comprehensive early childhood assessment effort designed to gather information about the school readiness of children as they enter kindergarten and to collect data about their pre-kindergarten experiences. The assessment is conducted in a sampling of Local Educational Agencies (LEAs) across the state. Approximately ten percent of the children assessed have been or are in Special Education programs.
Solutions Report	Evaluation of the First Steps system prior to the redesign, conducted in June 1998.
Special Education State and District Profiles	Data profiles are comprised of data including child count, placement, assessment, graduation/dropout rates, suspension/expulsion rates, etc. Most data is compiled from district-reported Core Data information. The profiles are used for district planning and monitoring purposes.
State 618 Data	Data required by and reported to the Office of Special Education Programs (OSEP) serving children and youth with disabilities from birth to age 22. Data includes child count, placement, services, exiting, personnel and discipline.
Student Survey	Mail survey sent to a sample of special education students aged 16 and older. These students drawn from the same sample of districts used in the telephone survey. A total of 252 surveys were mailed on June 20, 2002. By August 12, 2002, 22 surveys were returned. Because of the small number of completed surveys, this data set was not analyzed.
System Point of Entry (SPOE)	Data management system used to collect child information for the First Steps program. Data includes, but is not limited to, demographic, intake, referral, diagnosis, service authorizations and exit data. Current System Point of Entry (SPOE) data is for Phase I of the First Steps redesign, which includes eighteen counties in Missouri and is maintained by the Central Finance Office (CFO).
The Research Report – Missouri's First Steps Program	A questionnaire was sent to 299 parents whose child made the transition out of First Steps during the 1998-1999 school year. A total of ninety-five surveys were returned, representing about a 32% return rate.

***Cluster,
Component
and Indicator
Analysis***

CLUSTER: GENERAL SUPERVISION (PART B)

OBJECTIVE: Effective general supervision of the implementation of the Individuals with Disabilities Education Act (IDEA) is ensured through the State Education Agency's (SEA) and Lead Agency's (LA) development and utilization of mechanisms and activities, in a coordinated system, that results in all eligible children with disabilities having an opportunity to receive free appropriate public education (FAPE) in the least restrictive environment (LRE).

Notes:

- Components and indicators marked with an “*” are included in Cluster Lite.
- Related professional development is listed under the indicators. For descriptions of the professional development, please refer to the Comprehensive System of Professional Development section.
- General notes about the data analyzed in this report can be found in the Data Explanations section.

Component GS.1*: Is free appropriate public education (FAPE) for children with disabilities ensured because the State's systems for monitoring, and other mechanisms for ensuring compliance, and parent and child protections, are coordinated, and because decision-making is based on the collection, analysis and utilization of data from all available sources?

- a. Do parents and eligible youth with disabilities have an awareness of and access to, their right to effective systems for parent and child protections?
- b. Is the provision of FAPE to children with disabilities ensured by the timely resolution of child complaints, resolution conferences, mediations and due process hearings and methods for ensuring compliance that correct identified deficiencies?
- c. Is the provision of FAPE for children with disabilities ensured because methods are in place to correct identified compliance deficiencies in a timely manner?
- d. Are systemic issues identified and remediated through the analysis of findings from complaint investigations, due process hearings and information and data collected from all available sources?

Overview Answer: Missouri's monitoring system and parent and child protection systems do work together to ensure free appropriate public education for children with disabilities.

All parents of children with disabilities are to be given a copy of Procedural Safeguards when they enter the system. Monitoring data suggests that very few districts are out of compliance in regards to providing the Procedural Safeguards when required. Those districts that are initially out of compliance usually are in compliance at subsequent follow-ups. However, simply providing copies of the Procedural Safeguards does not ensure that parents and students understand their rights. Currently there are no mechanisms to measure understanding. Survey questions can be included in the Missouri School Improvement Program Advanced Parent Questionnaire that will provide information relative to this question.

The number of child complaints filed and due process hearings requested suggests that parents do have access to these systems. In the past, child complaint timelines have not been met consistently, however there was notable improvement in this area in the 2001-2002 school year. The majority of due process hearings are not completed within forty-five days, however all but one have been completed within appropriate extensions of the timelines during the past three years.

Many changes were made to Missouri's monitoring system for Third Cycle cycle. Changes include new standards and indicators that look at systemic issues, standards that look for improved performance of students with disabilities, a new Compliance Monitoring System which will allow for detailed analysis of issues, a new database for recording child complaint, due process and mediation information which will allow for analysis of issues and a system which more closely ties the monitoring and protection systems together.

Strengths: Missouri now has more data than before and reports from the monitoring system are now automated. Missouri has a monitoring system in place that includes follow-up monitoring until districts are in compliance. As a result of the change in monitoring procedures, one of the expectations is that data from the system will be available for analysis to inform and shape the type of strategies that will need to be developed to contribute to systemic change.

The number of child complaints has been declining in the last five years, and the percent of complaints extended beyond sixty days has been cut in half in the 2001-2002 school year.

Areas of Concern: There is concern about the access and utilization of mediation. An initiative offered during the 2001-2002 school year would have provided money to pay for mediation before due process, however not one mediation was requested under this initiative. Some parents have expressed concerns that schools are not willing to go to mediation. There is a concern regarding having school personnel on the list of mediators. Further study is needed to determine the reasons for the lack of usage.

Other Comments: Possible improvement strategies suggested by the committee include the following:

- DESE tracking (to include issues and categorization of technical assistance provided) via telephone/web is desired
- DESE to gather information on other advocacy groups within the state and provide parents and youth with information
- DESE should list Missouri Protection and Advocacy (P&A) on the Procedural Safeguard Statement along with Missouri Parents Act (MPACT).

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION
<p>GS.1.1: What systems are in place for protecting the rights of parents and children and youth with disabilities?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Child Complaint Log • Due Process Hearing Log • Mediation Booklet • Resolution Conference • Procedural Safeguards • MPACT Contact Activity Report • Missouri P&A Program Performance Summary <p>Related CSPD:</p> <ul style="list-style-type: none"> • ECSE Practices Manual • Hearing Officer Training • Leadership Series – Compliance, Visually Impaired • Learning to Develop Measurable Goals, Objectives and Benchmarks • Missouri Parents Act • Missouri School for the Blind Outreach • Missouri School for the Deaf Outreach • Parent Advisory Council Training • Parents Roles Brochures • Practical Parenting Partnerships • Third Cycle Monitoring 	<p>Data Summary: Missouri has advocacy organizations including Missouri Parents Act (MPACT) and Missouri Protection and Advocacy (P&A). The Missouri Department of Elementary and Secondary Education (DESE) has procedures for monitoring and for handling child complaints and due process hearing requests.</p> <p>Committee Conclusions: Data indicates that DESE monitoring procedures, the child complaint and due process systems, P&A, MPACT and other advocacy organizations are the systems in place for protecting the rights of parents and children with disabilities.</p>

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION
<p>GS.1.2: Are parents and youth with disabilities aware of the systems for parent and child protections?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Focus group data • Monitoring data • Missouri P&A Program Performance Summary • MPACT Contact Activity Report <p>Related CSPD:</p> <ul style="list-style-type: none"> • Access to the General Education Curriculum – Least Restrictive Environment (LRE) • Center for Innovations in Education • First Steps Bulletins • Issues in Education Technical Assistance Bulletin • Missouri Parents Act (MPACT) • Parent Advisory Council (PAC) Training • Parents Role Brochures 	<p>Data Summary:</p> <p style="text-align: center;">Focus Group Summary</p> <p>All the parents who participated in the focus groups reported that they had been given a copy of the Procedural Safeguards. However, very few read them until they were confronted with a concern and problem. At that point, they did not find the procedural safeguards very understandable. The parents were aware that there are systems for parent and child protections but they wanted materials that were much easier to understand.</p> <p style="text-align: center;">Monitoring Data</p> <p>FY2002 Monitoring Standard Procedural Safeguards-1 – Individuals responsible for the provision of services to children with disabilities are informed of the procedural safeguard rights for parents and children: 19 of 92, 20.65 percent of agencies noncompliant</p> <p>FY2002 Monitoring Indicator A 104040.07 – Copy of the procedural safeguards statement provided with Prior Written Notice of Reevaluation: 1 of 2, 50.00 percent of agencies noncompliant.</p> <ul style="list-style-type: none"> • A very small number of districts were monitored under requirement of provision of procedural safeguards with a Notice of Intent to Reevaluate, due to most districts determining in the reevaluation process that no additional data was needed or that the data to be collected did not require the Provision of Notice with Consent. <p>FY2002 Monitoring Indicator B 100300 – Full explanation of all procedural safeguards at referral: 25 of 94, 26.60 percent of agencies noncompliant.</p> <p>FY2002 Monitoring Indicator B 104570 – Parent is provided a copy of Procedural Safeguards with notification of an Individual educational program (IEP) meeting: 18 of 93, 19.35 percent of agencies noncompliant.</p>

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION																				
GS.1.2: Continued	Monitoring Indicator 100250 – Procedural Safeguards provided with Notice of Action Refused																				
	<table><tr><td></td><td># Districts monitored on this standard</td><td># Districts out of compliance (Initial)</td><td># Districts out of compliance Follow-up1</td><td># Districts out of compliance Follow-up2</td></tr><tr><td>FY1999</td><td>20</td><td>3</td><td>1</td><td>0</td></tr><tr><td>FY2000</td><td>23</td><td>1</td><td>0</td><td></td></tr><tr><td>FY2001</td><td>40</td><td>0</td><td></td><td></td></tr></table>		# Districts monitored on this standard	# Districts out of compliance (Initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2	FY1999	20	3	1	0	FY2000	23	1	0		FY2001	40	0		
		# Districts monitored on this standard	# Districts out of compliance (Initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2																
	FY1999	20	3	1	0																
	FY2000	23	1	0																	
	FY2001	40	0																		
	Monitoring Indicator 100550 – Procedural Safeguards provided with Notice of Action for Ineligibility																				
	<table><tr><td></td><td># Districts monitored on this standard</td><td># Districts out of compliance (Initial)</td><td># Districts out of compliance Follow-up1</td><td># Districts out of compliance Follow-up2</td></tr><tr><td>FY1999</td><td>67</td><td>9</td><td>0</td><td>0</td></tr><tr><td>FY2000</td><td>85</td><td>5</td><td>0</td><td></td></tr><tr><td>FY2001</td><td>92</td><td>6</td><td>Incomplete</td><td></td></tr></table>		# Districts monitored on this standard	# Districts out of compliance (Initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2	FY1999	67	9	0	0	FY2000	85	5	0		FY2001	92	6	Incomplete	
		# Districts monitored on this standard	# Districts out of compliance (Initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2																
	FY1999	67	9	0	0																
	FY2000	85	5	0																	
	FY2001	92	6	Incomplete																	
	Monitoring Indicator 100670 – Procedural Safeguards provided with Notice of Change of Placement at Graduation																				
	<table><tr><td></td><td># Districts monitored on this standard</td><td># Districts out of compliance (Initial)</td><td># Districts out of compliance Follow-up1</td><td># Districts out of compliance Follow-up2</td></tr><tr><td>FY1999</td><td>73</td><td>13</td><td>1</td><td>0</td></tr><tr><td>FY2000</td><td>80</td><td>6</td><td>1</td><td>Incomplete</td></tr><tr><td>FY2001</td><td>88</td><td>3</td><td>Incomplete</td><td></td></tr></table>		# Districts monitored on this standard	# Districts out of compliance (Initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2	FY1999	73	13	1	0	FY2000	80	6	1	Incomplete	FY2001	88	3	Incomplete	
		# Districts monitored on this standard	# Districts out of compliance (Initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2																
	FY1999	73	13	1	0																
	FY2000	80	6	1	Incomplete																
FY2001	88	3	Incomplete																		
Monitoring Indicator 102110 – Procedural Safeguards provided upon referral for evaluation																					
<table><tr><td></td><td># Districts monitored on this standard</td><td># Districts out of compliance (Initial)</td><td># Districts out of compliance Follow-up1</td><td># Districts out of compliance Follow-up2</td></tr><tr><td>FY1999</td><td>86</td><td>26</td><td>8</td><td>0</td></tr><tr><td>FY2000</td><td>105</td><td>37</td><td>3</td><td>Incomplete</td></tr><tr><td>FY2001</td><td>103</td><td>41</td><td>Incomplete</td><td></td></tr></table>		# Districts monitored on this standard	# Districts out of compliance (Initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2	FY1999	86	26	8	0	FY2000	105	37	3	Incomplete	FY2001	103	41	Incomplete		
	# Districts monitored on this standard	# Districts out of compliance (Initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2																	
FY1999	86	26	8	0																	
FY2000	105	37	3	Incomplete																	
FY2001	103	41	Incomplete																		

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION																				
GS.1.2: Continued	Monitoring Indicator 104250 – Procedural Safeguards provided with Notice of Change in Services																				
	<table><tr><td></td><td># Districts monitored on this standard</td><td># Districts out of compliance (Initial)</td><td># Districts out of compliance Follow-up1</td><td># Districts out of compliance Follow-up2</td></tr><tr><td>FY1999</td><td>73</td><td>29</td><td>3</td><td>0</td></tr><tr><td>FY2000</td><td>99</td><td>15</td><td>2</td><td>Incomplete</td></tr><tr><td>FY2001</td><td>87</td><td>12</td><td>Incomplete</td><td></td></tr></table>		# Districts monitored on this standard	# Districts out of compliance (Initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2	FY1999	73	29	3	0	FY2000	99	15	2	Incomplete	FY2001	87	12	Incomplete	
		# Districts monitored on this standard	# Districts out of compliance (Initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2																
	FY1999	73	29	3	0																
	FY2000	99	15	2	Incomplete																
	FY2001	87	12	Incomplete																	
	Monitoring Indicator 105100 – Procedural Safeguards provided with notification of an IEP meeting																				
	<table><tr><td></td><td># Districts monitored on this standard</td><td># Districts out of compliance (Initial)</td><td># Districts out of compliance Follow-up1</td><td># Districts out of compliance Follow-up2</td></tr><tr><td>FY1999</td><td>93</td><td>27</td><td>5</td><td>0</td></tr><tr><td>FY2000</td><td>108</td><td>28</td><td>2</td><td>Incomplete</td></tr><tr><td>FY2001</td><td>105</td><td>21</td><td>Incomplete</td><td></td></tr></table>		# Districts monitored on this standard	# Districts out of compliance (Initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2	FY1999	93	27	5	0	FY2000	108	28	2	Incomplete	FY2001	105	21	Incomplete	
		# Districts monitored on this standard	# Districts out of compliance (Initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2																
	FY1999	93	27	5	0																
	FY2000	108	28	2	Incomplete																
	FY2001	105	21	Incomplete																	
Monitoring Indicator 106200 – Procedural Safeguards provided with Notice to Reevaluate																					
<table><tr><td></td><td># Districts monitored on this standard</td><td># Districts out of compliance (Initial)</td><td># Districts out of compliance Follow-up1</td><td># Districts out of compliance Follow-up2</td></tr><tr><td>FY1999</td><td>85</td><td>4</td><td>1</td><td>0</td></tr><tr><td>FY2000</td><td>101</td><td>5</td><td>0</td><td></td></tr><tr><td>FY2001</td><td>102</td><td>5</td><td>Incomplete</td><td></td></tr></table>		# Districts monitored on this standard	# Districts out of compliance (Initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2	FY1999	85	4	1	0	FY2000	101	5	0		FY2001	102	5	Incomplete		
	# Districts monitored on this standard	# Districts out of compliance (Initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2																	
FY1999	85	4	1	0																	
FY2000	101	5	0																		
FY2001	102	5	Incomplete																		
Missouri Protection & Advocacy (P&A) Performance Summary																					
<table><tr><td>Service Provided</td><td>FY 1999</td><td>FY 2000</td></tr><tr><td>Information & Referral Services</td><td>336</td><td>364</td></tr><tr><td>FAPE Complaints</td><td>182</td><td>190</td></tr><tr><td>Number of Clients</td><td>234</td><td>252</td></tr></table>	Service Provided	FY 1999	FY 2000	Information & Referral Services	336	364	FAPE Complaints	182	190	Number of Clients	234	252									
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LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION																								
GS.1.2: Concluded	<div><div><div>Missouri Parents Act (MPACT) Activity Report</div><table><tr><td>Method of Contact</td><td>FY 2000</td></tr><tr><td>In Person</td><td>72</td></tr><tr><td>Mail</td><td>81</td></tr><tr><td>Phone</td><td>1,275</td></tr><tr><td>Volunteer</td><td>5</td></tr><tr><td>Workshop</td><td>594</td></tr></table></div><div><div>Committee Conclusions:</div><p>Data indicates that many parents are aware of systems. Local educational agencies (LEAs) are required to provide copies of Procedural Safeguards on several different occasions. Monitoring data shows that many districts are out of compliance in terms of provision of Safeguards, but many are found in compliance at the first follow-up. Services provided by Missouri Protection and Advocacy (P&A) and Missouri Parents Act (MPACT) are utilized. In addition, there are Parent’s Guides available in paper form and on the internet.</p><p>What is not clear from the data is whether or not parents and children understand their rights. Focus group results indicate that more needs to be done to help parents understand their rights. A suggested way to gather more information may be to incorporate questions specific to parents of students with disabilities on the Missouri School Improvement Program (MSIP) Advanced Questionnaire. Parents in LEAs that are going through MSIP monitoring could be asked to respond to questions dealing with the receipt and understanding of Procedural Safeguards.</p></div></div>	Method of Contact	FY 2000	In Person	72	Mail	81	Phone	1,275	Volunteer	5	Workshop	594												
Method of Contact	FY 2000																								
In Person	72																								
Mail	81																								
Phone	1,275																								
Volunteer	5																								
Workshop	594																								
GS.1.3: Do parents and youth with disabilities have access to the systems for parent and child protections? Data Sources: <ul style="list-style-type: none">Mediation LogsDue Process Hearing LogsChild Complaint Logs	<div><div><div>Data Summary:</div><div><div>Child Complaint, Due Process and Mediation Summary</div><table><tr><td></td><td>FY 97-98</td><td>FY 98-99</td><td>FY 99-00</td><td>FY 00-01</td><td>FY 01-02</td></tr><tr><td>Child Complaints Filed</td><td>175</td><td>137</td><td>134</td><td>124</td><td>126</td></tr><tr><td>Due Process Requests</td><td>71</td><td>75</td><td>95</td><td>100</td><td>70</td></tr><tr><td>Mediation Requests</td><td>13</td><td>15</td><td>7</td><td>15</td><td>7</td></tr></table></div></div><div><div>Committee Conclusions:</div><p>Based on the number of child complaints filed and/or due process hearings requested, it would seem that parents and youth who understand their rights do have access to systems for parent and child protections. Also, data in GS.1.2 shows that many contacts are made each year through P&A and MPACT. These organizations are an important part of the system and assist parents in accessing the systems for child and parent protections.</p></div></div>		FY 97-98	FY 98-99	FY 99-00	FY 00-01	FY 01-02	Child Complaints Filed	175	137	134	124	126	Due Process Requests	71	75	95	100	70	Mediation Requests	13	15	7	15	7
	FY 97-98	FY 98-99	FY 99-00	FY 00-01	FY 01-02																				
Child Complaints Filed	175	137	134	124	126																				
Due Process Requests	71	75	95	100	70																				
Mediation Requests	13	15	7	15	7																				

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION																								
<p>GS.1.4*: Are child complaints resolved in a timely manner?</p> <p>Data sources:</p> <ul style="list-style-type: none">Child Complaint Logs	<p>Data Summary:</p> <p style="text-align: center;">Summary of Length of Child Complaint Extensions Beyond 60 Days</p> <table><tr><td></td><td>97-98</td><td>98-99</td><td>99-00</td><td>00-01</td><td>01-02</td></tr><tr><td>Total Complaints*</td><td>164</td><td>136</td><td>128</td><td>123</td><td>126</td></tr><tr><td>Total Extended Beyond 60 Days</td><td>21</td><td>23</td><td>17</td><td>22</td><td>6</td></tr><tr><td>Percent Extended Beyond 60 Days</td><td>12.8%</td><td>16.9%</td><td>13.3%</td><td>17.9%</td><td>4.7%</td></tr></table> <p>* Excludes Hearing Officer impartiality complaints</p> <p>Committee Conclusions: In FY2002, the Division of Special Education created a position of Child Complaint Coordinator. Having one person to coordinate all activities regarding child complaints has been instrumental in decreasing the number of child complaint extensions. This change was due to the number of extensions in prior years and the workloads of other monitoring supervisors. The new child complaint database provides a regular report of child complaints that are nearing the end of timelines.</p>		97-98	98-99	99-00	00-01	01-02	Total Complaints*	164	136	128	123	126	Total Extended Beyond 60 Days	21	23	17	22	6	Percent Extended Beyond 60 Days	12.8%	16.9%	13.3%	17.9%	4.7%
	97-98	98-99	99-00	00-01	01-02																				
Total Complaints*	164	136	128	123	126																				
Total Extended Beyond 60 Days	21	23	17	22	6																				
Percent Extended Beyond 60 Days	12.8%	16.9%	13.3%	17.9%	4.7%																				
<p>GS.1.5*: Are due process hearings resolved in a timely manner?</p> <p>Data Sources:</p> <ul style="list-style-type: none">Due Process Hearing Logs <p>Related CSPD:</p> <ul style="list-style-type: none">Hearing Officer Training	<p>Data Summary: In the past three years, only one due process hearing was out of compliance for timelines.</p> <p>Committee Conclusions: Due process hearings generally are not resolved within forty-five days, however hearing timelines were appropriately extended at the request of the parent, the district, or both.</p>																								

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION																																										
<p>GS.1.6*: Are mediations resolved in a timely manner?</p> <p>Data Sources:</p> <ul style="list-style-type: none">Mediation Log	<p>Data Summary:</p> <table><tr><th colspan="6">Mediation Resolutions</th></tr><tr><th></th><th>97-98</th><th>98-99</th><th>99-00</th><th>00-01</th><th>01-02</th></tr><tr><td>Total Mediations</td><td>13</td><td>15</td><td>7</td><td>15</td><td>7</td></tr><tr><td>Mediations Resulting in Withdrawal</td><td>7</td><td>7</td><td>3</td><td>12</td><td>5</td></tr><tr><td>Mediations Not Resulting in Withdrawal</td><td>6</td><td>8</td><td>4</td><td>1</td><td>1</td></tr><tr><td>Mediations Pending</td><td>0</td><td>0</td><td>0</td><td>2</td><td>1</td></tr><tr><td>Percent Successful</td><td>53.8%</td><td>46.7%</td><td>42.9%</td><td>80.0%</td><td>71.4%</td></tr></table> <p>Committee Conclusions: Data regarding when mediations are requested and when the mediation process ended are not currently collected. According to data, there is a general upward trend in the percent of successful mediations.</p>	Mediation Resolutions							97-98	98-99	99-00	00-01	01-02	Total Mediations	13	15	7	15	7	Mediations Resulting in Withdrawal	7	7	3	12	5	Mediations Not Resulting in Withdrawal	6	8	4	1	1	Mediations Pending	0	0	0	2	1	Percent Successful	53.8%	46.7%	42.9%	80.0%	71.4%
Mediation Resolutions																																											
	97-98	98-99	99-00	00-01	01-02																																						
Total Mediations	13	15	7	15	7																																						
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Mediations Not Resulting in Withdrawal	6	8	4	1	1																																						
Mediations Pending	0	0	0	2	1																																						
Percent Successful	53.8%	46.7%	42.9%	80.0%	71.4%																																						
<p>GS.1.7: Are resolution conferences resolved in a timely manner?</p> <p>Data Sources:</p> <ul style="list-style-type: none">None	<p>Data Summary: No data</p> <p>Committee Conclusions: The Department of Elementary and Secondary Education (DESE) does not currently collect this data.</p>																																										

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION																								
<p>GS.1.8*: Are decisions in complaint investigations, mediations, and due process hearings and reviews, which result in corrective actions, implemented in a timely manner?</p> <p>Data Sources:</p> <ul style="list-style-type: none">• Due Process Request Logs• Mediation Requests• Child Complaint Logs	<p>Data Summary:</p> <p style="text-align: center;">Child Complaint Decisions Requiring a Corrective Action</p> <table><tr><th>Year</th><th># Of Corrective Actions Ordered</th><th># Received Within Timelines*</th><th>% Received Within Timelines*</th></tr><tr><td>97-98</td><td>78</td><td>50</td><td>64%</td></tr><tr><td>98-99</td><td>53</td><td>43</td><td>81%</td></tr><tr><td>99-00</td><td>66</td><td>43</td><td>65%</td></tr><tr><td>00-01</td><td>76</td><td>38</td><td>50%</td></tr><tr><td>01-02</td><td>63</td><td>33 (8 not due yet)</td><td>65%</td></tr></table> <p>Data as of August 2002</p> <p>*The timelines for child complaints refer to the date that the documentation of the correction action was received by DESE, not the actual date that the action was implemented.</p> <p>Due Process Logs only identify the date when decisions are made, not when the corrective action was implemented. Mediation agreements are not collected so timeliness of the implementation of changes is unknown.</p> <p>Committee Conclusions:</p> <p>The table above indicates that many corrective actions were not completed within forty-five days of the child complaint decisions. The child complaint database (implemented in the 2001-02 school year) allows for electronic monitoring of overdue timelines. Staff query the database for corrective actions that have not been received within forty-five days of the decision. If a corrective action is late, the district is contacted and, in many cases, this contact results in the district providing documentation that the corrective action has been implemented.</p> <p>We cannot determine whether decisions are implemented in a timely manner for due process. DESE receives due process hearing decisions but there is no follow-up on implementation unless the parent files a child complaint that the due process decision has not been implemented. Many due process decisions are stayed pending appeal to court.</p>	Year	# Of Corrective Actions Ordered	# Received Within Timelines*	% Received Within Timelines*	97-98	78	50	64%	98-99	53	43	81%	99-00	66	43	65%	00-01	76	38	50%	01-02	63	33 (8 not due yet)	65%
Year	# Of Corrective Actions Ordered	# Received Within Timelines*	% Received Within Timelines*																						
97-98	78	50	64%																						
98-99	53	43	81%																						
99-00	66	43	65%																						
00-01	76	38	50%																						
01-02	63	33 (8 not due yet)	65%																						
<p>GS.1.9*: Are enforcement actions used when necessary to address persistent deficiencies?</p> <p>Data Sources:</p> <ul style="list-style-type: none">• Monitoring data• State Plan	<p>Data Summary:</p> <p>Monitoring data can be found under other components and indicators throughout this self-assessment.</p> <p>Committee Conclusions:</p> <p>DESE data reflects that districts found to be out of compliance on special education indicators are reviewed annually. Reviews continue until the district is compliant in all areas. Data reflects that most districts take necessary action within the first year. Some districts require second or third monitoring visits to reach compliance or to address deficiencies. Sanctions are included in the State Plan (enforcement procedures are outlined in Sections II and VII), however districts are given every opportunity to correct deficiencies before sanctions are used. Through the new Compliance Monitoring System and child complaint/due process database, a more in-depth look will be taken of districts whose child complaint/due process history indicates a systemic issue. Enforcement procedures are outlined in Sections II and VII of the Missouri State Plan for Special Education 2001.</p>																								

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION
<p>GS.1.10*: Are findings from complaint investigations, due process hearings and review decisions, and other data, used as an integral part of the state's monitoring system?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Special Education Monitoring Self Assessment (SEMSA) worksheet 	<p>Data Summary: The Special Education Monitoring Self-Assessment (SEMSA) worksheet being used in Third Cycle monitoring includes child complaint and due process information for each district. In addition to the number of complaints filed and due process hearings requested, information on the topics is provided in order to check for systemic problems.</p> <p>Committee Conclusions: Department of Elementary and Secondary Education (DESE) monitoring procedures for 1996 through 2001 required supervisors to review child complaint information prior to the districts on-site visit. Supervisors incorporated this information into their reviews as appropriate.</p> <p>In the third monitoring cycle that began with FY2002, monitoring supervisors are incorporating child complaints, due process hearing requests, areas of persistent noncompliance, public input, and unique/emerging issues into the state's monitoring system. All of these are taken into account when determining which districts will receive on-site monitoring visits rather than desk reviews. See the Monitoring overview for additional information.</p>
<p>GS.1.11*: Is information collected through DESE monitoring used to effect systems change?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Special Education Monitoring Interview Packets • Presentation by DESE staff <p>Related CSPD:</p> <ul style="list-style-type: none"> • Access to the General Education Curriculum – Least Restrictive Environment, Problem Solving for General Education Intervention • Accommodation and Modification for Classroom Instruction and Assessment • Issues in Education Technical Assistance Bulletin • Leadership Series 	<p>Data Summary: None</p> <p>Committee Conclusions: Data from monitoring results as well as the results of child complaint decisions and due process hearing decisions is reviewed to identify statewide issues of non-compliance. Once identified, public agencies are provided with technical assistance on the compliance requirements surrounding the issues and how to implement effective systems change to meet compliance requirements in these areas. These areas are also identified as "focus areas" in the monitoring process. As a result of the change in monitoring procedures, one of the expectations is that data from the system will be available for analysis to inform the type of strategies that will need to be developed to contribute to systemic change.</p>

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION
<p>GS.1.11*: Concluded</p> <p>Related CSPD: Concluded</p> <ul style="list-style-type: none"> • Learning to Develop Measurable Goals, Objectives and Benchmarks • Missouri Transition Alliance Project (MOTAP) • Priority Schools • Secondary Transition 	<p>The Compliance section offers a number of training and technical assistance activities. These activities are developed based upon data analysis of the results of monitoring, child complaint and due process hearing decisions, phone calls and web inquiries from the field. From these analyses, critical compliance issues are identified and incorporated into training activities, technical assistance and Frequently Asked Questions (FAQ) documents. The Compliance Section offers a Leadership I & II series for new and veteran special education staff. Especially in the Leadership II series, those critical issues are discussed and training provided on how to implement change at the local level to ensure compliance with state and federal regulations. The Compliance section website contains a FAQ section which is updated on a regular basis to address any critical compliance issues that need to be communicated to the field. Other technical assistance activities provided include presentations at Local Administrators of Special Education (LASE) meetings, professional conferences and local district in-service days.</p>
<p>GS.1.12*: Do the monitoring instruments and procedures used by the SEA /LA identify IDEA compliance?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • None 	<p>Data Summary: None</p> <p>Committee Conclusions: Yes. A comparison of issues found out of compliance in agency monitoring with issues raised and found out of compliance in due process and child compliant decisions found that the areas of noncompliance were very similar. In addition, results from the first year of the Third Cycle of State Education Agency (SEA) monitoring confirmed that agency compliance calls on their own self-assessments were very similar to the compliance calls made by SEA monitors on-site. There are still some areas of compliance that cannot be monitored through a paper review process that need to be developed. The SEA is working on the development/refinement of procedures in those areas.</p>
<p>GS.1.13*: Are deficiencies identified through the state's system for ensuring general supervision corrected in a timely manner?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Due Process Request Logs • Mediation Requests • Child Complaint Logs • Monitoring data • State Plan 	<p>Data Summary: See GS.1.8 and GS.1.9</p> <p>Committee Conclusions: See GS.1.8 and GS.1.9</p>

Component GS.2*: Are appropriate and timely services ensured through interagency coordination and assignment of fiscal responsibility?

Overview Answer: It has been noted that interagency agreement language addressing child find, evaluation and provision of services is not consistent. State plan (regulations) specify duties of state agencies, local districts for child find and evaluation to confirm disabilities.
Strengths:
Areas of Concern: Interagency agreements are not consistent and have not been reviewed on a regular basis.
Other Comments: The Department of Elementary and Secondary Education (DESE) will establish an Interagency Review Schedule where each agreement will specify its review dates and renewal requirements. New interagency agreements will establish interagency dispute procedures that need to be in place for interagency agreements where internal procedures are not applicable.

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION
<p>GS.2.1: What interagency agreements exist and to what extent are they being followed?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Department of Elementary and Secondary Education (DESE)/Division of Medical Services (DMS) for Medicaid billing • Head Start • Vocational Rehabilitation • Department of Mental Health (DMH) – Autism <p>Related CSPD:</p> <ul style="list-style-type: none"> • Autism • Heads-Up Reading • Leadership Series – Funds • Missouri Transition Alliance Project (MOTAP) • Secondary Transition 	<p>Data Summary: Four interagency agreements exist.</p> <p>Committee Conclusions: No data is available as to what extent they are being followed.</p>

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION																																																										
<p>GS.2.2*: Are child find, evaluation, and provision of services coordinated in a timely manner through interagency agreements and other mechanisms?</p> <p>Data Sources:</p> <ul style="list-style-type: none">• Department of Elementary and Secondary Education (DESE)/Division of Medical Services (DMS) for Medicaid Billing• Head Start• Vocational Rehabilitation• Department of Mental Health (DMH) – Autism• State Plan for Special Education <p>Related CSPD:</p> <ul style="list-style-type: none">• Autism• Leadership Series – Compliance, Compliance and Data, Data• Missouri Transition Alliance Project (MOTAP)• Quality Eligibility Decisions• Secondary Transition	<p>Data Summary:</p> <p style="text-align: center;">Interagency Agreement Coordination of Services</p> <table><tr><th></th><th>Child Find</th><th>Evaluation</th><th>Provision of Services</th><th>Payment</th><th>Training</th></tr><tr><td>Division of Medical Services</td><td>N/A</td><td>N/A</td><td>N/A</td><td>Yes</td><td>N/A</td></tr><tr><td>Head Start</td><td>Yes</td><td>Yes</td><td>Yes</td><td>Yes</td><td>Yes</td></tr><tr><td>Vocational Rehabilitation</td><td>N/A</td><td>Yes</td><td>Yes</td><td>Yes</td><td>Yes</td></tr><tr><td>Dept of Mental Health-Autism</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td><td>Yes</td></tr></table> <p>Yes = Present in Interagency Agreement</p> <p style="text-align: center;">Percentage (Based on Estimated Resident Population) of Children Served under IDEA, Part B</p> <table><tr><th></th><th colspan="2">1998-1999</th><th colspan="2">1999-2000</th><th colspan="2">2000-2001</th></tr><tr><td>Ages</td><td>3-5</td><td>6-21</td><td>3-5</td><td>6-21</td><td>3-5</td><td>6-21</td></tr><tr><td>Missouri</td><td>4.34</td><td>9.55</td><td>4.85</td><td>9.71</td><td>5.04</td><td>9.65</td></tr><tr><td>50 States and DC</td><td>4.88</td><td>8.82</td><td>5.05</td><td>8.92</td><td>5.04</td><td>8.75</td></tr></table> <p>Source: Annual Report to Congress</p>		Child Find	Evaluation	Provision of Services	Payment	Training	Division of Medical Services	N/A	N/A	N/A	Yes	N/A	Head Start	Yes	Yes	Yes	Yes	Yes	Vocational Rehabilitation	N/A	Yes	Yes	Yes	Yes	Dept of Mental Health-Autism	N/A	N/A	N/A	N/A	Yes		1998-1999		1999-2000		2000-2001		Ages	3-5	6-21	3-5	6-21	3-5	6-21	Missouri	4.34	9.55	4.85	9.71	5.04	9.65	50 States and DC	4.88	8.82	5.05	8.92	5.04	8.75
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<p>GS.2.2*: Concluded</p>	<p style="text-align: center;">Monitoring Data</p> <p>FY2002 Monitoring Standard Child Find-1 – The responsible public agency conducts public awareness activities as required: 14 of 94, 14.89 percent of agencies noncompliant</p> <ul style="list-style-type: none"> • Most of the local educational agencies (LEAs) found out of compliance for this standard had failed to make radio or television announcements, but they had engaged in other forms of public awareness activities. • Only one district was called out of compliance due to failure to produce a summary of the policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information in regards to child find activities. <p>FY2002 Monitoring Standard Child Find-2 – Eligibility determinations result in the percentage of students with disabilities served being comparable to statewide data: not monitored in FY2002 due to changes in eligibility criteria in new state plan.</p> <p>Committee Conclusions: Interagency agreement language addressing child find, evaluation and provision of services is not consistent. The state plan (regulations) specifies duties of state agencies and local districts for child find and evaluation to confirm disabilities. Most LEAs are in compliance with child find requirements.</p> <p>Data from the Annual Report to Congress shows that Missouri’s percentage of children served was either equal to or above national averages in FY2001. In addition the percentage of three to five-year-olds served has been increasing annually. This would indicate that child find efforts are effective.</p>
<p>GS.2.3*: Does the state education agency (SEA)/lead agency (LA) develop and implement coordinated service systems to minimize duplication and ensure effective services delivery?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • None 	<p>Data Summary: None</p> <p>Committee Conclusions: Currently, most interagency agreements make no provision for financial responsibility other than educational agencies. Therefore duplication is minimal and effective services delivery is ensured.</p>

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION																				
<p>GS.2.4: Are agreements reviewed and/or revised?</p> <p>Data Sources:</p> <ul style="list-style-type: none">• Department of Elementary and Secondary Education (DESE)/Division of Medical Services (DMS) for Medicaid Billing• Head Start• Vocational Rehabilitation• Department of Mental Health (DMH) - Autism	<p>Data Summary:</p> <table><tr><th>Agreement</th><th>Original Date</th><th>Review Revised</th><th>Schedule</th></tr><tr><td>Division of Medical Services</td><td>7/1/99</td><td>3/27/02</td><td>Periodic Updates</td></tr><tr><td>Head Start</td><td>Jan. 1995</td><td>In Process</td><td>Annually</td></tr><tr><td>Vocational Rehabilitation</td><td>11/30/98</td><td>2/21/02</td><td>Annually</td></tr><tr><td>Department of Mental Health(DMH) - Autism</td><td>10/24/96</td><td>None</td><td>Annually</td></tr></table> <p>Committee Conclusions:</p> <p>Review schedules appear to have been followed with regard to Division of Medical Services (DMH), Head Start and Vocational Rehabilitation (VR) agreements. However, the DMH-Autism agreement was last reviewed on October 24, 1996 and, therefore, has not been reviewed annually as the agreement states.</p> <p>The committee recommends establishing an Interagency Agreement Review Schedule, and that interagency dispute procedures need to be in place for interagency agreements where internal procedures are not applicable. Template language for interagency agreements would ensure all components are covered.</p>	Agreement	Original Date	Review Revised	Schedule	Division of Medical Services	7/1/99	3/27/02	Periodic Updates	Head Start	Jan. 1995	In Process	Annually	Vocational Rehabilitation	11/30/98	2/21/02	Annually	Department of Mental Health(DMH) - Autism	10/24/96	None	Annually
Agreement	Original Date	Review Revised	Schedule																		
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COMPONENT GS.3*: Is free appropriate public education (FAPE) provided to children with disabilities served in juvenile and adult correctional facilities in the state?

<p>Overview Answer: Juvenile detention centers are monitored by the Department of Elementary and Secondary Education (DESE) when the school district in which they are located is monitored. The student records for students in juvenile detention centers are included in the overall district results and cannot be isolated to allow the committee to draw conclusions on the provision of FAPE. Special education programs through the Division of Youth Services (DYS) and the Department of Corrections (DOC) are monitored on a regular basis, thereby ensuring FAPE.</p>
<p>Strengths: Legislation has been passed that provides for easier exchange of information between executive divisions to better serve students, primarily in juvenile justice. The relationship between DESE and other agencies is collaborative and cooperative regarding monitoring of students served by other agencies. The Division of Youth Services (DYS) and the Department of Corrections (DOC) have a memorandum of agreement to provide services in their youthful offender facilities.</p>
<p>Areas of Concern: DESE has not monitored local districts for the provision of FAPE in city/county jails.</p>
<p>Other Comments: A survey of Juvenile Detention Centers and local county/city adult facilities (jails) will be completed during the 2002-2003 school year. The purpose of the survey will be to identify procedures used to identify students with disabilities in these facilities and to identify agreements that may exist with local school districts to provide special education services to students with disabilities. Depending on the situation revealed by these surveys, DESE may mandate that intake procedures in each facility include identification of students with disabilities.</p>

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION
<p>GS.3.1: Is free appropriate public education (FAPE) provided to children and youth with disabilities placed in juvenile facilities? (Juvenile Detention Centers)</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • 2001 Missouri Juvenile and Family Court Directory <p>Related CSPD:</p> <ul style="list-style-type: none"> • Leadership Series – Compliance, Compliance and Data, Data • Third Cycle Monitoring 	<p>Data Summary: There are twenty-four Juvenile Court Detention Facilities in the state.</p> <p>Committee Conclusions: Juvenile detention centers are monitored by DESE when the school district in which they are located is monitored. The student records for students in juvenile detention centers are included in the overall district results and cannot be isolated to allow the committee to draw conclusions on the provision of FAPE.</p> <p>Several questions need to be answered in order to fully answer this question. Questions include:</p> <ul style="list-style-type: none"> • How are programs serving youth with disabilities monitored? • What communications take place between the host district and the juvenile detention center? • What procedures are used by juvenile detention centers in the state to identify students with disabilities in their facilities? • What agreements exist with local school districts to provide special education services to those students?
<p>GS.3.2: Is FAPE provided to children and youth with disabilities placed in Division of Youth Services (DYS) facilities?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Monitoring data • DYS State Board Summary of Missouri School Improvement Program (MSIP) Review • Child Complaint/Due Process data <p>Related CSPD:</p> <ul style="list-style-type: none"> • Leadership Series – Compliance, Compliance and Data, Data • Third Cycle Monitoring 	<p>Data Summary:</p> <p style="text-align: center;">Division of Youth Services Special Education Monitoring Summary</p> <p>The Division of Youth Services' last initial monitoring was conducted in FY01. At that point they were found out of compliance in several areas. Their first follow-up monitoring was conducted in FY02. DYS continues to be noncompliant in the following areas:</p> <ul style="list-style-type: none"> • Prior Written Notice for change of placement and consent to reevaluate • Notification of IEP Meetings • Out of State Transfer Procedures <p>These decisions were determined through a lack of sufficient documentation. Areas of noncompliance will be addressed in a second follow-up.</p> <p style="text-align: center;">Division of Youth Services MSIP Monitoring Summary</p> <p>DYS' last MSIP review was conducted in FY01. This review looks at all students, including students with disabilities. The overall classification recommendation of the Department of School Improvement Program Review Committee was "Accredited." A noted strength was the increase in the percentage of exiting students receiving General Equivalency Diploma (GED) certificates for five of the last seven years. A noted concern was the lack of significant increase in the average daily attendance of students assigned to day treatment programs.</p>

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION
<p>GS.3.2: Concluded</p>	<p style="text-align: center;">Division of Youth Services (DYS) Child Complaint/Due Process Summary</p> <p>In the past three years, there has only been one child complaint against DYS. This occurred in FY01. The allegation was regarding the Individualized Education Program (IEP) wherein DYS was found out of compliance and a corrective action was required. No due process hearings have been requested.</p> <p>Committee Conclusions: Monitoring data of DYS indicates free and appropriate public education (FAPE) is generally provided to children and youth with disabilities placed in DYS facilities. DYS is monitored every five years by the Department of Elementary and Secondary Education (DESE) and is scheduled to be monitored again in FY06.</p> <p>Beginning in FY03, DYS will provide disaggregated performance data for students with and without disabilities. This data will provide valuable information on the quality of the educational services that are provided to youth with disabilities placed in the Division of Youth Services.</p>
<p>GS.3.3: Is FAPE provided to youth with disabilities placed in local adult correctional facilities (county/city jails)?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • None 	<p>Data Summary: No data is available.</p> <p>Committee Conclusions: DESE has not monitored local districts for the provision of FAPE in city/county jails.</p>
<p>GS.3.4: Is FAPE provided to youth with disabilities placed in state adult correctional facilities (Department of Corrections)?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Monitoring data • Child Complaint/Due Process data 	<p>Data Summary:</p> <p style="text-align: center;">Department of Corrections (DOC) Special Education Monitoring Summary</p> <p>The Department of Corrections' last initial monitoring was conducted in June 2001. At that point they were found out of compliance in the areas of Notice of Action, Exit Interviews, Provision of the most current version of Procedural Safeguards and Provision of Services. In total, DOC was found in compliance for thirty-three items and out of compliance for six items. Forty items were not applicable to the DOC. The Education Supervisor /Special Education at the DOC has indicated that several of the areas of noncompliance have already been corrected; however the official follow-up monitoring has not yet occurred.</p> <p style="text-align: center;">Department of Corrections Child Complaint/Due Process Summary</p> <p>In the past three years, there have not been any child complaints or due process hearing requests involving the DOC.</p>

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION
<p>GS.3.4: Concluded</p>	<p>Committee Conclusions: Monitoring data for the Department of Corrections (DOC) indicates that the Special Education process for determining services in not always followed and that the provision of services in accordance with the IEP does not always occur. The follow-up monitoring visit for DOC will be conducted during FY03. DOC is monitored on a five-year cycle, along with all school districts in Missouri.</p> <p>Beginning in FY03, DOC will provide disaggregated performance data for students with and without disabilities. These data will provide valuable information on the quality of the educational services that are provided to youth with disabilities placed in the Department of Corrections.</p>

Component GS.4*: Are appropriate special education and related services provided to children with disabilities served in out-of-district placements (e.g., non-public schools, consortia, etc.) under the direction and supervision of the public agency, and in state operated programs (e.g. departments for mental health or mental retardation, schools for the blind and deaf, etc.)?

Overview Answer: Based on most recent special education monitoring, State Board Operated Programs, including Missouri School for the Blind (MSB), Missouri School for the Deaf (MSD) and State Schools for the Severely Handicapped (SSSH), are providing free appropriate public education (FAPE) to students with disabilities. Students in private agencies are included in Department of Elementary and Secondary Education (DESE) monitoring activities when the district of residence is monitored. The Department of Mental Health (DMH) is in the process of being monitored and a preliminary report is not yet available. DMH is monitored in the same way that all other Local Educational Agencies (LEAs), State Operated Programs, Department of Corrections (DOC) and Division of Youth Services (DYS) are monitored.

Strengths: MSB, MSD and SSSH are regularly monitored by the state and all are in compliance at this time. Students in out-of-district placements are also being monitored. Missouri treats Charter Schools like a Local Education Agency (LEA), they are monitored and any child complaints/due process hearing requests are handled the same as for other LEAs.

Areas of Concern: Monitoring results indicate that these schools are in compliance with all applicable regulations, however, performance at MSB and MSD is poor. New monitoring procedures will now hold the schools accountable for performance standards, however MSB and MSD will not be reviewed again until FY2005. Private agencies are only monitored through student files when the districts of residence are monitored, resulting in no global oversight of the private agencies.

Other Comments: The poor performance at MSB and MSD needs to be addressed. A structured annual on-site monitoring process needs to be developed for private agencies.

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION
<p>GS.4.1: Is free appropriate public education (FAPE) being provided to children with disabilities served in out-of-district placements? (Definition: Contractual arrangements made by a school district (public agency) with another school district or an approved private agency for services to a student with a disability, excluding co-op agreements.)</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Private agencies listed by district • Approved private agency listing • Number of students in contractual placements for last three years 	<p>Data Summary: Files on out-of-district placements are reviewed as part of Local Educational Agency (LEA) special education monitoring, but data is not disaggregated to make judgement.</p> <p>Committee Conclusions: An LEA file review alone is not sufficient data to determine if FAPE is provided to children with disabilities served in out-of-district placements. A structured annual on-site monitoring process needs to be developed for private agencies.</p>
<p>GS.4.2: Is FAPE being provided to children with disabilities served in state operated programs which include Missouri School for the Blind (MSB), Missouri School for the Deaf (MSD) and State Schools for the Severely Handicapped (SSSH)?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Monitoring data • Graduation/Dropout data • Performance data • Final special education reports for MSB, MSD and SSSH • Office of Civil Rights (OCR) data, child complaint, and due process data for MSB, MSD and SSSH 	<p>Data Summary:</p> <p style="text-align: center;">Missouri School for the Blind (MSB) Monitoring Summary</p> <p>MSB's last initial monitoring review was conducted in FY00. At that time MSB was found out of compliance in many areas. Resulting from the poor results, the Division's Director of Compliance provided a technical assistance workshop for the staff at MSB. A follow-up review, conducted in FY02, found MSB to be in compliance in all areas.</p> <p style="text-align: center;">Missouri School for the Deaf (MSD) Monitoring Summary</p> <p>MSD's last initial monitoring review was conducted in FY00. After a follow-up was conducted in FY01, all items were found to be in compliance.</p> <p style="text-align: center;">State Schools for the Severely Handicapped (SSSH) Monitoring Summary</p> <p>SSSH's last initial monitoring review was conducted in FY99. A follow-up conducted in FY02 found all items in compliance.</p>

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION																																																																																																																																																																	
GS.4.2: Continued	<p>MAP Index* - Missouri School for the Deaf</p> <table><tr><td></td><td>CA-3</td><td>CA-7</td><td>CA-11</td><td>M-4</td><td>M-8</td><td>M-10</td><td>SC-3</td><td>SC-7</td><td>SC-10</td><td>SS-4</td><td>SS-8</td><td>SS-11</td></tr><tr><td>1998</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>1999</td><td>100.0</td><td>110.0</td><td>120.6</td><td>150.0</td><td>100.0</td><td>112.5</td><td>100.0</td><td>106.3</td><td>108.3</td><td></td><td></td></tr><tr><td>2000</td><td>118.8</td><td>114.3</td><td>NS</td><td>114.3</td><td>100.0</td><td>100.0</td><td>137.5</td><td>114.3</td><td>NS</td><td>100.0</td><td>100.0</td></tr><tr><td>2001</td><td>100.0</td><td>105.6</td><td>104.8</td><td>150.0</td><td>100.0</td><td>100.0</td><td>100.0</td><td>127.8</td><td>102.9</td><td>122.2</td><td>100.0</td></tr></table> <p>"NS" indicates that no students were tested in that subject/grade level.</p> <p>* See the data notes in the Appendix for an explanation of the MAP Index.</p> <p>MAP Index* - Missouri School for the Blind</p> <table><tr><td></td><td>CA-3</td><td>CA-7</td><td>CA-11</td><td>M-4</td><td>M-8</td><td>M-10</td><td>SC-3</td><td>SC-7</td><td>SC-10</td><td>SS-4</td><td>SS-8</td><td>SS-11</td></tr><tr><td>1998</td><td></td><td></td><td></td><td>166.7</td><td>100.0</td><td>150.0</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>1999</td><td>187.5</td><td>150.0</td><td>166.7</td><td>166.7</td><td>137.5</td><td>150.0</td><td>200.0</td><td>110.0</td><td>125.0</td><td></td><td></td><td></td></tr><tr><td>2000</td><td>100.0</td><td>135.7</td><td>110.0</td><td>200.0</td><td>106.3</td><td>100.0</td><td>100.0</td><td>100.0</td><td>131.3</td><td>200.0</td><td>150.0</td><td>140.0</td></tr><tr><td>2001</td><td>166.7</td><td>166.7</td><td>150.0</td><td>100.0</td><td>112.5</td><td>158.3</td><td>133.3</td><td>137.5</td><td>175.0</td><td>100.0</td><td>156.3</td><td>168.8</td></tr></table> <p>* See the data notes in the Appendix for an explanation of the MAP Index.</p> <p>Graduation and Dropout Rate Summary for State Operated Programs</p> <table><tr><td></td><td colspan="3">Graduation Rate (Number)</td><td colspan="3">Dropout Rate (Number)</td></tr><tr><td></td><td>1999</td><td>2000</td><td>2001</td><td>1999</td><td>2000</td><td>2001</td></tr><tr><td>MSD</td><td>100.0% (15)</td><td>100.0% (26)</td><td>100.0% (14)</td><td>0.0% (0)</td><td>0.0% (0)</td><td>0.0% (0)</td></tr><tr><td>MSB</td><td>100.0% (16)</td><td>100.0% (10)</td><td>100.0% (6)</td><td>0.0% (0)</td><td>0.0% (0)</td><td>0.0% (0)</td></tr><tr><td>SSSH</td><td>0.0% (0)</td><td>0.0% (0)</td><td>89.9% (89)</td><td>16.7% (108)</td><td>16.4% (103)</td><td>1.7% (10)</td></tr></table> <p>Child Complaint and Due Process Data</p> <p>In the past three years, MSB and MSD have had no child complaints filed or due process hearings requested against them. State Schools for the Severely Handicapped had two child complaints filed in FY2001 (one was withdrawn and the other found SSSH out of compliance, allegations dealt with the IEP) as well as one due process hearing request in which SSSH was found out of compliance.</p>		CA-3	CA-7	CA-11	M-4	M-8	M-10	SC-3	SC-7	SC-10	SS-4	SS-8	SS-11	1998												1999	100.0	110.0	120.6	150.0	100.0	112.5	100.0	106.3	108.3			2000	118.8	114.3	NS	114.3	100.0	100.0	137.5	114.3	NS	100.0	100.0	2001	100.0	105.6	104.8	150.0	100.0	100.0	100.0	127.8	102.9	122.2	100.0		CA-3	CA-7	CA-11	M-4	M-8	M-10	SC-3	SC-7	SC-10	SS-4	SS-8	SS-11	1998				166.7	100.0	150.0							1999	187.5	150.0	166.7	166.7	137.5	150.0	200.0	110.0	125.0				2000	100.0	135.7	110.0	200.0	106.3	100.0	100.0	100.0	131.3	200.0	150.0	140.0	2001	166.7	166.7	150.0	100.0	112.5	158.3	133.3	137.5	175.0	100.0	156.3	168.8		Graduation Rate (Number)			Dropout Rate (Number)				1999	2000	2001	1999	2000	2001	MSD	100.0% (15)	100.0% (26)	100.0% (14)	0.0% (0)	0.0% (0)	0.0% (0)	MSB	100.0% (16)	100.0% (10)	100.0% (6)	0.0% (0)	0.0% (0)	0.0% (0)	SSSH	0.0% (0)	0.0% (0)	89.9% (89)	16.7% (108)	16.4% (103)	1.7% (10)
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<p>GS.4.2: Concluded</p>	<p>Committee Conclusions: Based on most recent special education monitoring data, State Board Operated Programs (SBOPs) students are generally receiving free appropriate public education (FAPE). In the future, all of these programs will be monitored through the Missouri School Improvement Program (MSIP) as well as through special education. Missouri School for the Blind (MOB) and Missouri School for the Deaf (MAD) will be monitored in FY05 and State Schools for the Severely Handicapped (SSSH) in FY06.</p> <p>Performance of students at MSB and MSD is poor. There has been some improvement at MSB over the past few years. MSD has shown little improvement. Most students at SSSH take the MAP-Alternate exam. Currently, only one year of MAP-Alternate data is available. Analysis of the MAP-Alternate results will be done as more years become available.</p> <p>Graduation and dropout data for the State Operated Programs is promising. Graduation rates of 100 percent for MSB and MSD indicate that all students who are eligible to graduate are indeed receiving diplomas. The jump in graduation rates for SSSH is due to policy changes. Prior to FY01, SSSH reported exiters as having received a certificate, which Missouri does not count as a graduate.</p>

Component GS.5*: Do appropriately trained public and private providers, administrators, teachers, paraprofessionals and related service personnel provide services to children and youth with disabilities?

Overview Answer: Many factors shed light in this area, but do not fully answer the question. Additional analysis is needed. Teacher certification data shows that the percent of teachers not fully certified has increased over the past three years for both K-12 and Early Childhood Special Education programs. Data shows that caseloads are within acceptable ranges. There are no data available on contracted related services providers.

Strengths: The Department of Elementary and Secondary Education (DESE) is proactive in providing tuition reimbursement for teachers currently certified in regular education to pursue certification in special education. DESE also provides tuition reimbursement to paraprofessionals who have sixty college hours and have worked in a special education classroom for two years. Many types of professional development are available for educators in the state. Numerous efforts have been made to increase the numbers of fully certified personnel, including, but not limited to tuition reimbursement, distance learning grants, State Improvement Grants (SIG), temporary authorizations, etc. Related professional development is listed under each indicator. From the lists, it is clear that Missouri has a strong Comprehensive System of Personnel Development (CSPD) program and that professional development is readily available to educators in the state.

Areas of Concern: There are shortages of special education teachers and there is some indication that not all special education teachers are properly certified. The strategy to increase the number of available teachers may result in a different standard for certification of teachers. As an example, regular education teachers are now allowed to take a test (Praxis) and receive a Missouri certificate to teach special education (cross-categorical mild to moderate). This will result in there being more special education certified teachers, but those teachers may not have the educational background and expertise to work with students with disabilities. Additional research is needed in this area to determine if this is a regional issue and how prevalent the problem is.

Other Comments: Several questions and issues need to be addressed. Strategies/questions suggested by the committee follow:

- What are the teacher/student ratios per district and how do they compare with the statewide ratio?
- Develop a database for looking at teacher qualifications, teacher certifications and caseloads.
- Determine whether pre-service and in-service trainings address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities, including those with low incidence disabilities.
- Determine what systems are in place for the recruitment of special education administrators, teachers, paraprofessionals, and related service providers.
- Identify the systems in place for the retention of special education administrators, teachers, paraprofessionals and related service providers.

The committee was unable to reach consensus on the issue of defining “qualified personnel.” Missouri’s current data reflects numbers of teachers and ancillary personnel reported by districts on Core Data and represents individuals who hold Missouri Teacher Certification. Some members of the committee expressed concern that just using teacher certification as a benchmark for measuring qualified personnel would not adequately address the issue. There is a need to ensure that those individuals conducting evaluations are appropriately trained and knowledgeable in the area(s) they are assessing. The mere fact that they hold a state teaching credential was not considered sufficient by some committee members to equate to “qualified” personnel.

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<p>GS.5.1*: Are there sufficient numbers of qualified public and private providers, administrators, teachers, paraprofessionals and related service providers to meet the identified needs of all children with disabilities?</p> <p>Data Sources:</p> <ul style="list-style-type: none">• State 618 data• Monitoring data <p>Related CSPD:</p> <ul style="list-style-type: none">• Autism – Applied Behavior Analysis Training• Mentoring for Success of Students with Disabilities (Grants and Manual) Resource Document• Missouri Teacher Certification Requirements• Missouri Standards for Teacher Education Programs (MoSTEP)• New Scripts Early Intervention/ Early Childhood Systems Change in Personnel Preparation• Orientation and Mobility Certification• Paraprofessional Core Manual• School Psychologist Intern Project• Traumatic Brain Injury	<p>Data Summary:</p> <p style="text-align: center;">Number (FTE) of Employed Fully Certified Personnel</p> <table><tr><th>Position</th><th>98-99</th><th>99-00</th><th>00-01</th></tr><tr><td>Special Education Teachers</td><td>7,911</td><td>8,116</td><td>8,077</td></tr><tr><td>Early Childhood Special Education Teachers</td><td>530</td><td>550</td><td>462</td></tr><tr><td>Process Coordinators</td><td>346</td><td>505</td><td>498</td></tr><tr><td>Special Education Directors</td><td>209</td><td>219</td><td>220</td></tr><tr><td>Paraprofessionals</td><td>5,993</td><td>7,034</td><td>7,299</td></tr><tr><td>Other Special Education and Related Services Personnel</td><td>1,215</td><td>1,713</td><td>1,884</td></tr></table> <p style="text-align: center;">Total (FTE) Employed Teachers and Child Count</p> <table><tr><th colspan="4">School-Age</th></tr><tr><th>Year</th><th>FTE Teachers¹</th><th>Child Count²</th><th>Student/Teacher Ratio</th></tr><tr><td>1998-1999</td><td>8,413.84</td><td>124,606</td><td>14.81</td></tr><tr><td>1999-2000</td><td>8,723.99</td><td>127,225</td><td>14.58</td></tr><tr><td>2000-2001</td><td>8,696.64</td><td>129,347</td><td>14.87</td></tr></table> <p style="text-align: center;">Early Childhood Special Education</p> <table><tr><th>Year</th><th>FTE Teachers³</th><th>Child Count⁴</th><th>Student/Teacher Ratio</th></tr><tr><td>1998-1999</td><td>623.46</td><td>6,965</td><td>11.17</td></tr><tr><td>1999-2000</td><td>646.34</td><td>7,725</td><td>11.95</td></tr><tr><td>2000-2001</td><td>552.63</td><td>8,036</td><td>14.54</td></tr></table> <p>Sources:</p> <ol style="list-style-type: none">1. OSEP Table 2 - Personnel, Total FTE Employed, for Ages 6-212. State Profile Table 1, for Ages 5K-21+3. OSEP Table 2 - Personnel, Total FTE Employed, for Ages 3-54. State Profile Table 1, for Early Childhood, Ages 3-6(non-K)	Position	98-99	99-00	00-01	Special Education Teachers	7,911	8,116	8,077	Early Childhood Special Education Teachers	530	550	462	Process Coordinators	346	505	498	Special Education Directors	209	219	220	Paraprofessionals	5,993	7,034	7,299	Other Special Education and Related Services Personnel	1,215	1,713	1,884	School-Age				Year	FTE Teachers ¹	Child Count ²	Student/Teacher Ratio	1998-1999	8,413.84	124,606	14.81	1999-2000	8,723.99	127,225	14.58	2000-2001	8,696.64	129,347	14.87	Year	FTE Teachers ³	Child Count ⁴	Student/Teacher Ratio	1998-1999	623.46	6,965	11.17	1999-2000	646.34	7,725	11.95	2000-2001	552.63	8,036	14.54
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<p>GS.5.1*: Continued</p>	<p style="text-align: center;">Monitoring Data</p> <p>FY2002 Monitoring Standard Personnel-1 – Caseloads of special education and related service personnel are within state standards: 8 of 83, 9.64 percent of agencies noncompliant</p> <p>FY2002 Monitoring Standard Personnel-2 – The district implements procedures as required for any reported ancillary personnel: 7 of 65, 10.77 percent of agencies noncompliant</p> <p>FY2002 Monitoring Standard Personnel-3 – The district follows proper procedures for hiring, training and reporting paraprofessionals: 8 of 92, 8.70 percent of agencies noncompliant</p> <p>FY2002 Monitoring Standard Special Education and Related Services-3 – Special education and related services are provided as specified by the child's IEP: 15 of 100, 15.00 percent of agencies noncompliant</p> <p>FY2002 Monitoring Standard Special Education and Related Services-4 – Children with disabilities receive the related services they need to enable them to benefit from special education: 12 of 98, 12.24 percent of agencies noncompliant</p> <p>FY2002 Monitoring Standard Special Education and Related Services-5 – The kind and amount of related services is determined by the IEP team based on individual needs rather than factors such as administrative convenience or availability of personnel: 14 of 77, 18.18 percent of agencies noncompliant</p> <p>FY2002 Monitoring Standard Special Education and Related Services-10 – Special education and related services are provided in a timely manner: 7 of 94, 7.45 percent of agencies noncompliant.</p>

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GS.5.1*: Continued	Monitoring Indicator 100100 – Ancillary reporting																				
	<table><tr><td></td><td># Districts monitored on this standard</td><td># Districts out of compliance (Initial)</td><td># Districts out of compliance Follow-up1</td><td># Districts out of compliance Follow-up2</td></tr><tr><td>FY1999</td><td>Unknown*</td><td>0</td><td></td><td></td></tr><tr><td>FY2000</td><td>Unknown</td><td>6</td><td>Incomplete</td><td></td></tr><tr><td>FY2001</td><td>Unknown</td><td>8</td><td>Incomplete</td><td></td></tr></table>		# Districts monitored on this standard	# Districts out of compliance (Initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2	FY1999	Unknown*	0			FY2000	Unknown	6	Incomplete		FY2001	Unknown	8	Incomplete	
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Refer to Indicator BF.2.1 for additional information.																					

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<p>GS.5.1*: Concluded</p>	<p>Committee Conclusions: We need further analysis to fully answer this indicator, however total Full Time Equivalent (FTE) has been increasing and average student/teacher ratios are within acceptable ranges. Monitoring data indicates that there is room for improvement in the area of provision of appropriate services, but it is unclear if this is due to a shortage of qualified personnel. More analysis needs to be done to truly answer this indicator including a regional analysis of the state.</p> <p>Following is a summary of Missouri's Special Education Comprehensive System of Professional Development (CSPD). A detailed list of programs/trainings is provided in the Appendix. CSPD:</p> <ol style="list-style-type: none"> 1. Supports the Missouri Special Education Performance Goals and Indicators; 2. Supports the Special Education Compliance Performance Requirements; 3. Is developed and delivered in accordance with the Missouri Professional Development Guidelines for Student Success (including the National Staff Development Council (NSDC) Standards); 4. Is developed and implemented as a collaborative effort with local school districts and agencies, parent and professional stakeholder organizations, Regional Professional Development Centers, and the Missouri Department of Elementary and Secondary Education (DESE) school initiatives and programs for all children, State Board of Education Operated Schools (SSSH, MSD, MSB), federal grants and programs, the Missouri Leadership Academy, and institutes of higher education; and 5. Is evaluated (data collected) based student performance impact relative to the Division Goals and Indicators and the Special Education Compliance Performance Requirements. Event or service data is also collected when applicable.

CLUSTER: PARENT INVOLVEMENT

OBJECTIVE: Provision of a free appropriate public education (FAPE) to children with disabilities is facilitated through parent involvement in special education services.

Notes:

- Components and indicators marked with an “*” are included in Cluster Lite.
- Related professional development is listed under the indicators. For descriptions of the professional development, please refer to the Comprehensive System of Professional Development section.
- General notes about the data analyzed in this report can be found in the Data Explanations section.

COMPONENT BP.1*: Are parents involved in determining appropriate services for their children?

Overview Answer: Overall, there is an acceptable level of involvement of parents in determining appropriate services for their children. The additional data gathering that is in process will better inform this component.

Parents of older students with disabilities who participated in the focus groups reported that they were very involved in determining appropriate services for their children. They believed that they had learned more about actively participating in the individualized education program (IEP) process as time went on. While the parents of younger students with disabilities reported that they were involved in the IEP process, many requested additional training on what the possibilities were for their children so they would be better prepared to be a more integral part of the process.

Strengths: During focus groups, parents stated that they were very involved and desired to understand even more to continue to be involved. Monitoring data reflects that parents are involved in determining appropriate services for their children. The responses from the Special Education Parent Survey present a generally positive picture of the delivery of special education services in Missouri. Parents report they participate in the decisions made regarding their children's education and that they are generally satisfied with the delivery of special education services, they report that districts schedule IEP meetings at convenient times, and that the process of determining what special education services their children need is open and accessible. Parents report receiving required procedural safeguards information and participating in discussions about having their children receive special education services in regular classrooms. The respondents to the Special Education Parent Survey have similar participation rates in school events and have similar opinions about their schools, as do respondents to the Missouri School Improvement Program (MSIP) Parent Advanced Questionnaire. These opinions are generally positive, suggesting that most parents are satisfied with the instruction their children receive and their school environment.

Areas of Concern: Parents still have a low level of trust in schools and the process. The process is complicated and causes difficulty in communicating the process to parents, and since the process is dictated by legislation and regulations, simplifying the process is under the jurisdiction of the federal government. Schools are searching for additional strategies to involve parents in determining appropriate services for their children.

Other Comments: Recommendations have been made by the committee regarding gathering additional data to inform this question and to help develop strategies to involve parents in their children's education. There are concerns about the complexity of the law and of the process as this puts a burden on school personnel as the staff attempts to be conscientious in explaining the process to parents.

Other committee recommendations include:

- Providing training to the districts and parents on strategies from effective schools that help increase performance results
- Developing a model based on research of what other states have done to promote collaboration and team building between parents/district/state stakeholders
- Making training available that is more than a one-time training, but an ongoing in-service opportunity for learning and practice with follow along, technical assistance and videotape support or other devices of support to the district
- Identifying Institute of Higher Education (IHE) pre-service training needs to encourage parent involvement and collaborative teaming with parents
- Developing a best practices standardized format for reporting progress to parents that will drive the process
- Linking parent information to the performance goals so that parents see this information as a resource to increase students' performance. This is true especially in the area of district and statewide assessments.

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION
<p>BP.1.1: Are parents actively involved in decision-making for their children?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Monitoring data • Focus group data • Parent survey data • MSIP Advanced Questionnaire data • Evaluation of local parent training <p>Related CSPD:</p> <ul style="list-style-type: none"> • Autism – Project Access • Assistive Technology • First Steps Bulletins • Missouri Parents Act • Missouri School for the Blind Outreach • Missouri School for the Deaf Outreach • New Scripts Early Interventions/ Early Childhood Systems Change in Personnel Preparation • Parent Advisory Council Training • Parents Roles Brochures • Parents as Teachers: Supporting Families of Children with Special Needs Guide and Training • Perspectives on Emotional and Behavioral Disorders • Practical Parenting Partnerships • Secondary Transition – Building Bridges • Surrogate Parent Training 	<p>Data Summary:</p> <p style="text-align: right;">Monitoring Data</p> <p>FY2002 Monitoring Standard Evaluation-4 – Parents are afforded the opportunity to provide information that is used in the evaluations: 27 of 94, 28.72 percent of agencies noncompliant The majority of noncompliant districts were found out of compliance due to lack of documentation indicating that existing evaluation data on the child was reviewed for initial evaluations or reevaluations.</p> <p>FY2002 Monitoring Standard Evaluation-7 – Parents and children with disabilities are involved, when appropriate, in the evaluation and eligibility determination: 37 of 94, 39.36 percent of agencies noncompliant Districts were found out of compliance with this standard for a variety of reasons, including the lack of documentation indicating that exiting evaluation data on the child was reviewed appropriately. Nine districts were called out on this standard because parents were not informed of the purpose of a meeting.</p> <p>FY2002 Monitoring Standard Least Restrictive Environment-7 – Parents and children with disabilities are involved, when appropriate, in placement decisions: 12 of 94, 12.77 percent of agencies noncompliant</p> <p>FY2002 Monitoring Standard Procedural Safeguards-2 – Prior written notice is provided to parents and children, when appropriate, as required by state and federal regulations: 42 of 94, 44.68 percent of agencies noncompliant Twenty-six of the forty-two noncompliant districts failed to provide or failed to document the provision of Prior Written Notice to parents for any change of services.</p> <p>FY2002 Monitoring Indicator B 104510 – Parent informed of all purposes of the meeting: 16 of 94, 17.02 percent noncompliant</p> <p>FY2002 Monitoring Indicator B 108600 – Content of progress report in individualized education program (IEP): 22 of 94, 23.40 percent noncompliant</p> <p>FY2002 Monitoring Indicator B 108610 – IEP addresses the progress toward the annual goals: 14 of 94, 14.89 percent noncompliant</p> <p>FY2002 Monitoring Indicator B 108620 – IEP addresses Likelihood of achievement by the end of year: 26 of 93, 27.96 percent noncompliant</p> <p>FY2002 Monitoring Indicator B 108700 – Parent is provided copy of the IEP: 17 of 94, 18.09 percent noncompliant</p>

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION
<p>BP.1.1: Continued</p>	<p style="text-align: center;">Focus Group Summary</p> <p>Many parents reported that they were actively involved in decision-making for their children. However, some parents felt that they did not know enough about the school system and the range of possibilities for their children so they often let the school personnel determine the appropriate services for their children. Parents who reported that they felt unprepared to be a totally active participant requested training on the individualized education program (IEP) process and about the range of possibilities for their children. Some the parents had concerns about how they were perceived and treated by educators. Barriers such as, “educators that are resistant to parental involvement/input,” “schools don’t trust knowledge of parents,” and “teachers’ resistance to any modifications” were comments that were expressed and verified by many of the participants. Other concerns expressed were, “There is no cooperation between special education teachers and regular education teachers,” “lack of understanding/empathy of how important inclusion is for children” and “attitude, administrative bullying,” etc. The latter are areas that will be given consideration during improvement planning discussions.</p> <p style="text-align: center;">Parent Survey Results</p> <p>Over ninety percent of parents agree or “strongly agree” with the statement “In IEP meetings, I participate in the decisions made regarding my children’s education.” Over eighty-five percent of parents agree or “strongly agree” with the statement, “I am satisfied with the IEP process.” Parents agree that their school districts schedule IEP meetings at convenient times and places, that their districts notify parents of IEP and other meetings and that parents participate in the educational decisions effecting their children.</p> <p>Results show parent agreement with two statements, “My school’s principal encourages me to participate in the educational decisions affecting my children” and “My children’s teachers encourage me to participate in the educational decisions affecting them.” Both of these results show a high percentage of agreement, suggesting that parents feel they have input into the educational decisions made on behalf of their children.</p> <p>Generally, parents say they talk to their children’s regular teachers more often than they talk to their children’s special education teachers. These differences are slight, for example, 36.2 percent of parents of children in elementary school report talking to regular education teachers more than ten times, while 24.4 percent report talking to their special education teachers as frequently.</p> <p style="text-align: center;">MSIP Advanced Questionnaire Results</p> <p>Responses from parents of students with disabilities statewide (rating scale range is strongly disagree to strongly agree, (n is approximately 37,500):</p> <ol style="list-style-type: none"> 1. Teachers inform me about what my child will be studying: 67.8 percent agreed or strongly agreed 2. The curriculum at this school meets the needs of my child: 67.7 percent agreed or strongly agreed 3. I can talk with my child’s teachers or principal whenever I need: 86.7 percent agreed or strongly agreed 4. The school encourages parents to be involved: 81.7 percent agreed or strongly agreed 5. The school seeks parents’ opinions about educational programs: 45 percent agreed or strongly agreed, 37.1 percent were neutral.

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION
<p>BP.1.1: Concluded</p>	<p style="text-align: center;">Evaluation of Local Parent Trainings</p> <p>Training was conducted by parent/educator teams as required by the Local Improvement Grants (LIG)</p> <ol style="list-style-type: none"> 1. On a four point scale, 44 of 60 respondents statewide rated the information provided in the workshop as “meaningful,” 14 of 60 rated the information as having “some meaning,” and 2 of 60 as having “little meaning” 2. Thirty-seven of 60 respondents “agreed,” 17 of 60 “agreed somewhat” and 6 of 60 respondents “agreed a little” that they had learned new information, ideas, or skills. <p>Committee Conclusions:</p> <p>Based on surveys, parents are satisfied with the IEP process and are encouraged by administrators and teachers to participate in educational decisions affecting their children. The majority of parents say that they talk with their children’s regular and special education teachers at least three times a year, and some make more than ten contacts in a year. No data sources specifically indicate if parents are actively involved in decision making for their children. Neither the Missouri School Improvement Program (MSIP) Advanced Questionnaire nor the Evaluation of Local Parent Trainings indicate specifically if parents were involved in decision-making for their child.</p> <p>The committee defines “actively involved” as being a contributing team member to the special education process, having a proficient level of understanding about their rights and responsibilities, and believing their contribution in decision-making resulted in improvements to the educational environment and student outcomes for their student. Being actively involved as team members is more than just being involved in trainings.</p> <p>Sources are limited to parent perceptions on whether school districts encourage parent communication with school district staff, and not, in the opinion of this committee, what is expected to occur regarding parent involvement in making decisions about their child’s educational environment or services.</p>
<p>BP.1.2: Are parents of children with disabilities informed of progress at least as often as their non-disabled peers?</p> <p>Data Source:</p> <ul style="list-style-type: none"> • State monitoring data • Focus group data • MSIP Advanced Questionnaire 	<p>Data Summary:</p> <p style="text-align: center;">Monitoring Data</p> <p>FY2002 Monitoring Indicator B 108500 – A statement of how the child’s progress will be reported to the parent (including how the child’s parent will be regularly informed of their child’s progress toward meeting the annual goal(s) and how often this reporting will occur), with the understanding that reporting to parents of children with disabilities must be at least as frequent as progress is reported to the parents of non-disabled children: 13 of 94, 13.83 percent of agencies are noncompliant.</p>

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION
<p>BP.1.2: Concluded</p> <p>Related CSPD:</p> <ul style="list-style-type: none"> • Issues in Education Technical Assistance Bulletin • Learning to Develop Measurable Goals, Objectives and Benchmarks 	<p style="text-align: center;">Focus Group Summary</p> <p>The parents in the focus group reported that they were informed of their children’s progress at least as often as their non-disabled peers but most wanted even more communication from the teachers. While some parents said that they understood the huge paperwork responsibilities of the teachers, others wanted as much as daily communication from these same teachers who are already burdened with paperwork overload. The following comment reflects that spoken by many of the participating parents, “Adopt laws that are less paperwork intensive and more student outcome based.” The parents believe such a change would allow teachers more time with the students.</p> <p style="text-align: center;">Missouri School Improvement Program (MSIP) Advanced Questionnaire Results</p> <p>I receive regular communications from school about how well my child is doing in school: 75.74 percent of parents of students with disabilities and 74.03 percent of parents of regular education students agreed or strongly agreed. Data from spring of the 2000-2001 and autumn of the 2001-2002 school years.</p> <p>Committee Conclusions:</p> <p>Monitoring and parent questionnaire data indicates that parents of children with disabilities are informed of progress at least as often as their non-disabled peers.</p>

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION
<p>BP.1.3: Do parents understand the individualized education program (IEP) process and services in order to be able to interpret the progress data?</p> <p>Data Source:</p> <ul style="list-style-type: none"> • Focus group data <p>Related CSPD:</p> <ul style="list-style-type: none"> • Autism – Project Access • Missouri Parents’ Act • Parents Roles Brochures 	<p>Data Summary:</p> <p>Focus Group Summary</p> <p>The parents in the focus groups varied from those who said they understood the IEP process and services to those who said they did not understand the IEP process at all. Many parents requested additional training on the IEP process so they could better understand all that is involved and thus become more active participants. It was unclear how many parents would avail themselves of the services as many noted that it was often inconvenient for them to participate in IEP meetings even when the school personnel made every attempt to work with the parents’ work schedules. One of the principals in a focus group said that he realized that many parents did not understand the IEP process fully so he made it a point to be involved in every IEP meeting. Whenever he felt that the parents were not understanding the points being made, he asked questions as though he didn’t understand the points so that the other personnel involved in the IEP meeting would have to reiterate the points. He found this to be very effective.</p> <p>Committee Conclusions:</p> <p>The committee was unable to determine if parents understand the IEP process. Focus group results included a range of understanding. Additional analysis is needed in this area.</p>
<p>BP.1.4: Are parents informed about parental rights and responsibilities?</p> <p>Data Source:</p> <ul style="list-style-type: none"> • Parent survey results • Focus group data • Monitoring data <p>Related CSPD:</p> <ul style="list-style-type: none"> • Parent Advisory Council Training • Parents Role Brochures • Surrogate Parent Training 	<p>Data Summary:</p> <p>Parent Survey Results</p> <p>Several questions in the survey asked parents whether they were given the Procedural Safeguards and whether they had an opportunity to discuss their rights with school personnel. Ninety-two percent of all parents report receiving the procedural safeguards booklet and 80.9 percent report having school personnel discuss the content of the booklet and answer their questions, and 77.5 percent report discussing whether their children should receive special education services in regular classrooms. However, only 7.2 percent of parents report having attended any training about their rights or safeguards, and only 45.5 percent of all parents reported having the opportunity to attend such training.</p> <p>Focus Group Summary</p> <p>All the parents in the focus groups reported that they were given a copy of their procedural safeguards. However, few parents reported reading the safeguards. Most just filed them away. When parents did refer to the procedural safeguards, they were usually under stress due to a concern about their children’s services and they said they found the procedural safeguards confusing and not extremely useful. The state provides the safeguards in the manner mandated by the Office of Special Education Programs and the parents definitely did not find that format “parent friendly.”</p>

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION																																								
BP.1.4: Continued	<p style="text-align: center;">Monitoring Data</p> <p>FY2002 Monitoring Indicator A 104040.07 – Copy of the procedural safeguards statement provided with Prior Written Notice of Reevaluation: 1 of 2, 50.00 percent of agencies noncompliant.</p> <ul style="list-style-type: none">A very small number of districts were monitored under requirement of Provision of Procedural Safeguards with a Notice of Intent to Reevaluate, due to most districts determining in the reevaluation process that no additional data was needed or that the data to be collected did not require the Provision of Notice with Consent. <p>FY2002 Monitoring Indicator B 100300 – Full explanation of all procedural safeguards at referral: 25 of 94, 26.60 percent of agencies noncompliant.</p> <p>FY2002 Monitoring Indicator B 104570 – Parent is provided a copy of Procedural Safeguards with notification of an individualized education program (IEP) meeting: 18 of 93, 19.35 percent of agencies noncompliant.</p> <p>FY2002 Monitoring Standard Procedural Safeguards-4 – Parents and children with disabilities are informed of the transfer of parental rights, when appropriate: 13 of 72, 18.06 percent of agencies noncompliant.</p> <p>Monitoring Indicator 100250 - Procedural Safeguards provided with Notice of Action Refused</p> <table><tr><th></th><th># Districts monitored on this standard</th><th># Districts out of compliance (Initial)</th><th># Districts out of compliance Follow-up1</th><th># Districts out of compliance Follow-up2</th></tr><tr><td>FY1999</td><td>20</td><td>3</td><td>1</td><td>0</td></tr><tr><td>FY2000</td><td>23</td><td>1</td><td>0</td><td></td></tr><tr><td>FY2001</td><td>40</td><td>0</td><td></td><td></td></tr></table> <p>Monitoring Indicator 100550 - Procedural Safeguards provided with Notice of Action for Ineligibility</p> <table><tr><th></th><th># Districts monitored on this standard</th><th># Districts out of compliance (Initial)</th><th># Districts out of compliance Follow-up1</th><th># Districts out of compliance Follow-up2</th></tr><tr><td>FY1999</td><td>67</td><td>9</td><td>0</td><td></td></tr><tr><td>FY2000</td><td>85</td><td>5</td><td>2</td><td>Incomplete</td></tr><tr><td>FY2001</td><td>92</td><td>6</td><td>Incomplete</td><td></td></tr></table>		# Districts monitored on this standard	# Districts out of compliance (Initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2	FY1999	20	3	1	0	FY2000	23	1	0		FY2001	40	0				# Districts monitored on this standard	# Districts out of compliance (Initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2	FY1999	67	9	0		FY2000	85	5	2	Incomplete	FY2001	92	6	Incomplete	
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LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION																				
BP.1.4: Continued	Monitoring Indicator 100670 - Procedural Safeguards provided with Notice of Change of Placement at Graduation																				
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	FY1999	73	13	1	0																
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	FY2001	88	3	Incomplete																	
	Monitoring Indicator 102110 - Procedural Safeguards provided upon referral for evaluation																				
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	FY2001	103	41	Incomplete																	
	Monitoring Indicator 104250 - Procedural Safeguards provided with Notice of Change in Services																				
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	FY2000	99	15	2	Incomplete																
FY2001	87	12	Incomplete																		
Monitoring Indicator 105100 - Procedural Safeguards provided with notification of an IEP meeting																					
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FY1999	93	27	5	0																	
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BP.1.4: Concluded	<p>Monitoring Indicator 106200 - Procedural Safeguards provided with Notice to Reevaluate</p> <table><tr><td></td><td># Districts monitored on this standard</td><td># Districts out of compliance (Initial)</td><td># Districts out of compliance Follow-up1</td><td># Districts out of compliance Follow-up2</td></tr><tr><td>FY1999</td><td>85</td><td>4</td><td>1</td><td>0</td></tr><tr><td>FY2000</td><td>101</td><td>5</td><td>0</td><td></td></tr><tr><td>FY2001</td><td>102</td><td>5</td><td>Incomplete</td><td></td></tr></table> <p>Committee Conclusions: Parent survey results indicate that parents do receive copies of the Procedural Safeguards and that they have the opportunity to discuss the safeguards with district personnel. Monitoring reports indicate that most districts provide notice of procedural safeguards at the required points in the special education process. While documentation of the Provision of Procedural Safeguards may be lacking in initial monitoring reviews, the problems are generally resolved by the time of the first follow-up.</p>		# Districts monitored on this standard	# Districts out of compliance (Initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2	FY1999	85	4	1	0	FY2000	101	5	0		FY2001	102	5	Incomplete	
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FY2000	101	5	0																		
FY2001	102	5	Incomplete																		
BP.1.5: How do we know that parents and staff understand the procedural safeguards they are given? Data Source: <ul style="list-style-type: none">Parent survey dataFocus group dataMonitoring data Related CSPD: <ul style="list-style-type: none">Autism – Project Access	<p>Data Summary:</p> <p>Parent Survey Results</p> <p>Several questions in the survey asked parents whether they were given the Procedural Safeguards and whether they had an opportunity to discuss their rights with school personnel. Ninety-two percent of all parents report receiving the procedural safeguards booklet and 80.9 percent report having school personnel discuss the content of the booklet and answer their questions, and 77.5 percent report discussing whether their children should receive special education services in regular classrooms. However, only 7.2 percent of parents report having attended any training about their rights or safeguards, and only 45.5 percent of all parents reported having the opportunity to attend such training.</p> <p>Focus Group Summary</p> <p>Most parents in the focus groups reported that they did not even look at the procedural safeguards document until they ran into a problem. At that point, they found the document confusing. Parents requested that the document be rewritten in easy to understand, perhaps bulleted, format.</p> <p>FY2002 Monitoring Standard Procedural Safeguards-1 – Individuals responsible for the provision of services to children with disabilities are informed of the Procedural Safeguard rights for parents and children: 19 of 92, 20.65 percent of agencies noncompliant</p> <p>Committee Conclusions: Data suggests that many parents and staff do not understand the procedural safeguards, and it is likely that considerable work is needed in this area. Parents found the Procedural Safeguards document confusing and suggested it be written in understandable language.</p>																				

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION
<p>BP.1.6: Do performance goals and indicators show increased results for students with disabilities?</p> <p>Data Source:</p> <ul style="list-style-type: none"> • Biennial Performance Report and Early Entry Profile • Special Education State Profile • Parent Questionnaire from MSIP • Effective Schools Research 	<p>Data Summary: The Special Education Advisory Panel's annual report includes data regarding performance of students with disabilities on the eight performance goals for students with disabilities. The report indicates that students are making progress, however a gap continues to exist in most areas between the performance of students with disabilities and all students. (Data is included in other cluster reports.)</p> <p>Committee Conclusions: Neither the Special Education State Profile, Parent Questionnaire from MSIP, the Biennial Performance Report nor the School Entry Profile provides data indicating the effect parent involvement has on student performance. The effective schools research document addresses home/school relations, but we do not have data showing a correlation or cause/effect relationship between the performance of students with disabilities and this effective schools literature. Questions from the MSIP Parent Questionnaire relate to parent perceptions and satisfaction with school districts such as listening to their concerns, and offering the opportunity to parents to contribute opinions, but not with regard to whether or not parents are actively involved (gauge of perceptions, not actual involvement) in improving performance.</p>

COMPONENT BP.2*: Are parents involved in program improvement activities?

Overview Answer: The committee believes that there is not a common definition of “program improvement” activities. We are concerned about the lack of information relative to program improvement activities, however there is limited information from the focus groups relative to parent participation in improvement activities. At the present time, it is not possible to draw a valid conclusion on this component.

Strengths: A growing number of parents are actively involved in program improvement activities both at the state and local levels, and information from Comprehensive School Improvement Plans (CSIP) indicates that parents are involved. Data from the Missouri School Improvement Program (MSIP) reveals that parents of students with disabilities are as involved in program improvement activities as are parents of students who are not disabled. This reflects national trends for all students.

Areas of Concern: Principals and Early Childhood Special Education administrators have tried a variety of strategies to involve parents in program improvement activities and have experienced very limited success.

Other Comments: Recommendations from the committee include:

- Furthering this issue through marketing so that information about how to get involved is available on a community-wide basis
- Developing a model for involving parents based on research of what other states have done to promote collaboration and team building between parents/district/state stakeholders
- Promoting positive involvement of parents from all racial/ethnic groups and educational backgrounds
- Conducting a targeted follow-up survey to Parent Advisory Council (PAC) districts regarding the scope and impact of the parental involvement in school improvement activities
- Surveying parents on program improvement activities in which they participated to determine if parents’ efforts were valued during their participation in activities, if they believe their involvement made a positive difference in the educational environment and/or student outcomes and what other areas need to be addressed to improve the educational environment and student outcomes
- Surveying parents through local school districts using a standardized format provided by the Department of Elementary and Secondary Education (DESE) to be disseminated at the same time as the MSIP questionnaire
- Making all information from the DESE and DESE contracted projects clear, usable, age-appropriate and linked to improved student outcomes, so as to be understandable to the parent.
- Requiring special education parent advisory councils to advise districts on issues related to improving the educational environment and student outcomes in general rather than focus on topic-specific areas
- Conducting trainings for PAC members and districts about the role of an advisory panel in a Local Educational Agency (LEA)
- Reviewing Summit recommendations regarding PACs.

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION
<p>BP.2.1: Do positive results increase in surveys from parents who participate on program improvement activities in local educational agencies (LEAs), when available?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • MSIP questionnaire • Parent survey 	<p>Data Summary:</p> <p style="text-align: center;">Parent Survey Results</p> <p>Parents were asked if they participate in any district committees. Only about 11 percent indicated that they do.</p> <p style="text-align: center;">Parent Advisory Council (PAC) Grant Evaluation</p> <p>Of the twenty-five districts that returned surveys, twenty-four of those districts established one Parent Advisory Council (PAC) while the remaining district established two. At least half of the PAC members were parents of students with disabilities for eighteen of the twenty-five districts. When asked what activities the PACs had participated in successfully, districts indicated the following:</p> <ul style="list-style-type: none"> 13 Recommendations regarding special education services to the district 21 Suggested training for staff, families, communities 11 Establishment of a support group 3 Negotiate/reach partnerships with other agencies 3 Explored additional funding sources 16 Developed long-range plans 1 Coordinated District's PACs 2 Developed documents 1 Donations/Scholarships/Memberships 1 GLARRC Parent Focus Group <p>Committee Conclusions:</p> <p>The committee determined that this parent questionnaire that is completed as part of the Missouri School Improvement Program (MSIP) does not provide information about actual parent participation in program improvement activities. No other sources appear to exist that would provide this information to the Division. It is recommended that questions be added to future surveys that would reveal positive results of parent participation in program improvement activities.</p> <p>This committee has defined program improvement activities at the LEA as any activities designed to improve the educational environment and student outcomes (i.e. –curriculum activities, professional activities, safety issues, facilities improvement, technology, PTA or PTO participation). The committee encourages LEAs to remember to consider parents and students with disabilities for participation input, but also recognizes that parents of all children would not necessarily be required to be on committees or involved in activities. The committee wants data to be collected that would indicate if there is an increase in parent participation in program improvement activities.</p> <p>Although all parents are surveyed for MSIP, and data is disaggregated regarding how many parents of children with disabilities responded to the questionnaire, the survey does not address participation in program improvement activities, or committees such as curriculum committees and Comprehensive School Improvement Programs (CSIP).</p>

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION
<p>BP.2.2: Are parents of students with disabilities participating on any district committees such as curricular, Comprehensive School Improvement Program (CSIP) committees or advisory committees?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Parent survey data • Focus group data • Parent Advisory Council (PAC) survey data <p>Related CSPD:</p> <ul style="list-style-type: none"> • PAC Training 	<p>Data Summary:</p> <p style="text-align: right;">Parent Survey Results</p> <p>Parents were asked if they participate in any district committees. Only about 11 percent indicated that they do. When asked to list the committees, responses included the following: various parent committees/advisory councils, extracurricular activities, various advisory/strategic planning committees, curriculum development, etc.</p> <p style="text-align: right;">Focus Group Summary</p> <p>Some parents of students with disabilities are participating on curricular or advisory committees but these parents are often either the parents who are involved in advocacy for children with disabilities or parents who do not work. Most parents in the focus groups reported that they thought it was important for parents to be involved in these committees, but they were not involved for a number of reasons such as the extra demands required of a parent of a student with a disability, participating in individualized education program (IEP) meetings, having more frequent meetings with teachers, the requirements of additional children in the family and both parents working in addition to caring for their children. Principals in focus groups reported that they had employed any number of incentives to get greater parental involvement, but they had met with limited success due to the same reasons reported by the parents. The principals requested getting feedback on any successful strategies other principals had used to secure greater participation by parents. One high school principal said that he had tried everything he knew to get all parents involved – setting a date for a meeting way in advance, setting the day and time for the meeting that parents said would fit into their schedules, sending out the agenda in advance so parents knew how their input would contribute to their children’s education, sending home reminders with the students, making advance phone calls to parents, having food available at the meeting, setting up child care for children, etc. He was only able to attract three parents from the entire high school.</p>

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION
<p>BP.2.2: Concluded</p>	<p style="text-align: center;">Parent Advisory Council (PAC) Grant Evaluation</p> <p>Of the twenty-five districts that returned surveys, twenty-four of those districts established one Parent Advisory Council (PAC) while the remaining district established two. At least half of the PAC members were parents of students with disabilities for eighteen of the twenty-five districts. When asked what activities the PACs had participated in successfully, districts indicated the following:</p> <ul style="list-style-type: none"> 13 Recommendations regarding special education services to the district 21 Suggested training for staff, families, communities 11 Establishment of a support group 3 Negotiate/reach partnerships with other agencies 3 Explored additional funding sources 16 Developed long-range plans 1 Coordinated District's PACs 2 Developed documents 1 Donations/Scholarships/Memberships 1 GLARRC Parent Focus Group <p>Committee Conclusions: There is some evidence that parents of students with disabilities are involved in district committees with the potential for program improvement. It is unknown how widespread the parent involvement is, but it is very likely that participation should be encouraged as much as possible. PAC grants are available on a competitive basis with the goal to improve student outcomes through parent involvement.</p>
<p>BP.2.3: Do results of program improvement activities reflect the identified needs of parents and children with disabilities?</p> <p>Data Source:</p> <ul style="list-style-type: none"> • PAC survey data 	<p>Data Summary:</p> <p style="text-align: center;">Parent Advisory Council (PAC) Grant Evaluation</p> <p>Of the twenty-five districts that returned surveys, none indicated that they conducted a Parent Needs survey.</p> <p>Committee Conclusions: We are unable to determine if program improvement activities reflect the needs of parents since there isn't data available. (The committee defines the terminology of identified needs of parents as: an expressed opinion from the parent regarding anything that improves the educational environment and student outcomes for their child.)</p>

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION
<p>BP.2.4*: Do parents participate in state and local educational agency (LEA) self-assessment processes, advisory panels, steering committees, development of performance goals and indicators, etc.?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Parent survey data • State advisory panel roster • Reviewed information about participation on other Department of Elementary and Secondary Education (DESE) committees 	<p>Data Summary:</p> <p style="text-align: center;">Parent Survey Results</p> <p>Parents were asked if they participate in any district committees. Only about 11 percent indicated that they do. When asked to list the committees, responses included the following: various parent committees/advisory councils, extracurricular activities, various advisory/strategic planning committees, curriculum development, etc.</p> <p style="text-align: center;">State Advisory Panel</p> <p>State advisory panel has thirty-one members of which there are sixteen slots for either parents of students with disabilities or individuals with a disability; membership is on a rotational term basis. For more information on the Panel, refer to the Appendix.</p> <p style="text-align: center;">Special Education Summit</p> <p>In 1998, the Special Education Summit met and made recommendations to the Special Education Advisory Panel. One of the Summit subcommittees worked to establish Performance Goals and Indicators for Special Education. Each of the ten subcommittees was made up of approximately ten to twelve members of whom two to three were parents.</p> <p>Committee Conclusions:</p> <p>A limited number of parents do participate in state self-assessment and program improvement processes. No data is available from other DESE committees about parent participation other than through informal interviews. It is unknown if any parents of students with disabilities participate on committees in DESE outside of the Division of Special Education.</p> <p>There are Blind Task Force and Summit rosters. The committee did not look at numbers of parents on these committees.</p>

CLUSTER: FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE IN THE LRE)

OBJECTIVE: All children with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living.

RELATED MISSOURI PERFORMANCE GOAL(S):

The percentage of students with disabilities in Grades 3 and 7 who are proficient readers will increase, while the percentage that have the Missouri Assessment Program – Communication Arts (MAP-CA) read to them will decrease.

The percentage of students with disabilities scoring at the Step 1 and Progressing achievement levels will decrease, while the percentage of students with disabilities scoring at Proficient and Advanced will increase for each of the MAP subject area assessments.

The percentage of students with disabilities graduating with a regular diploma will increase.

The percentage of students with disabilities that drop out of school will decrease.

Notes:

- Components and indicators marked with an “*” are included in Cluster Lite.
- Related professional development is listed under the indicators. For descriptions of the professional development, please refer to the Comprehensive System of Professional Development section.
- General notes about the data analyzed in this report can be found in the Data Explanations section.

Component BF.1*: Are the needs of children with disabilities determined based on information from an appropriate evaluation?

Overview Answer: Based on the data available at this time no conclusion can be drawn with respect to determining if individuals conducting the evaluations have received appropriate training and in-service. The data from the Department of Elementary and Secondary Education (DESE) regarding individuals that conduct evaluations is limited to ancillary personnel, which doesn't give the full picture. It is assumed that if an individual is certificated in the area of special education, then they are qualified to conduct and interpret educational assessments.

Strengths: Missouri's overall incidence rate is comparable with national averages. The new monitoring process will enable the state to identify district concerns related to the evaluation and identification process (initial eligibility identification, information provided by parents, timelines and procedural safeguards).

DESE has a leadership role in providing technical assistance for school district teams to improve Individualized Education Plans (IEP) decision-making and development of goals, objectives and benchmarks. Related professional development is identified for each indicator. From the lists, it is obvious that Missouri has a strong Comprehensive System of Professional Development (CSPD).

Areas of Concern: Incidence rates for Specific Learning Disabilities, Speech/Language Impairments and Other Health Impairments are higher than the national averages. African Americans are disproportionately over-identified in the following disability categories: Emotional Disturbance, Mental Retardation and Specific Learning Disabilities. African Americans are also over-represented in self-contained settings.

Other Comments: Data is needed to address the issue of available personnel by regions of the state. Some regions may have a lack of available personnel that are not represented in the total figures for the state.

There is a need to include standards in the monitoring process that address connections between evaluation, present level of performance, goals and services for children with disabilities. The Compliance section will investigate implementation of monitoring procedures, which would include this type of in-depth analysis of individual student files.

The committee recommends that DESE review and improve the system for the identification of personnel who are qualified to teach students with disabilities. In addition, there is a need to know the categories of disability that teachers are serving through direct services or through consultation with general educators. DESE needs to identify what teacher data is needed to answer these questions and accurately represent the job functions that teachers are performing.

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND STRENGTHS FOR THIS QUESTION																																																																									
<p>BF.1.1*: Is the percentage of children with disabilities receiving special education, as identified by state eligibility criteria, comparable to national data?</p> <p>Data Sources:</p> <ul style="list-style-type: none">Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act (IDEA) <p>Related CSPD:</p> <ul style="list-style-type: none">Autism – Project AccessQuality Eligibility DecisionsTraumatic Brain Injury	<p>Data Summary:</p> <p>Percentage (Based on Estimated Resident Population) of Children Served under IDEA, Part B</p> <table><tr><th></th><th colspan="2">1998-1999</th><th colspan="2">1999-2000</th><th colspan="2">2000-2001</th></tr><tr><th>Ages</th><th>3-5</th><th>6-21</th><th>3-5</th><th>6-21</th><th>3-5</th><th>6-21</th></tr><tr><td>Missouri</td><td>4.34</td><td>9.55</td><td>4.85</td><td>9.71</td><td>5.04</td><td>9.65</td></tr><tr><td>50 States and DC</td><td>4.88</td><td>8.82</td><td>5.05</td><td>8.92</td><td>5.04</td><td>8.75</td></tr></table> <p>Source: Annual Report to Congress</p> <p>Percentage (Based on Estimated Resident Population) of Children Served under IDEA, Part B, by Disability Category for the 2000-2001 School Year</p> <table><tr><th></th><th>Missouri</th><th>50 States and DC</th></tr><tr><td>All Disabilities</td><td>9.65</td><td>8.75</td></tr><tr><td>Specific Learning Disabilities</td><td>5.04</td><td>4.37</td></tr><tr><td>Speech or Language Impairments</td><td>2.00</td><td>1.66</td></tr><tr><td>Mental Retardation</td><td>0.95</td><td>0.92</td></tr><tr><td>Emotional Disturbance</td><td>0.70</td><td>0.72</td></tr><tr><td>Multiple Disabilities</td><td>0.07</td><td>0.19</td></tr><tr><td>Hearing Impairments</td><td>0.09</td><td>0.11</td></tr><tr><td>Orthopedic Impairments</td><td>0.05</td><td>0.11</td></tr><tr><td>Other Health Impairments</td><td>0.57</td><td>0.44</td></tr><tr><td>Visual Impairments</td><td>0.03</td><td>0.04</td></tr><tr><td>Autism</td><td>0.12</td><td>0.12</td></tr><tr><td>Deaf-Blindness</td><td>0.00</td><td>0.00</td></tr><tr><td>Traumatic Brain Injury</td><td>0.03</td><td>0.02</td></tr><tr><td>Developmental Delay</td><td>0.00</td><td>0.04</td></tr></table> <p>Source: Annual Report to Congress</p> <p>Committee Conclusions: Missouri’s overall incidence rates for both 6-21 and 3-5 are comparable to the national averages for the FY1999, FY2000 and FY2001 school years as defined by a “P + 20% of P” criteria.</p>		1998-1999		1999-2000		2000-2001		Ages	3-5	6-21	3-5	6-21	3-5	6-21	Missouri	4.34	9.55	4.85	9.71	5.04	9.65	50 States and DC	4.88	8.82	5.05	8.92	5.04	8.75		Missouri	50 States and DC	All Disabilities	9.65	8.75	Specific Learning Disabilities	5.04	4.37	Speech or Language Impairments	2.00	1.66	Mental Retardation	0.95	0.92	Emotional Disturbance	0.70	0.72	Multiple Disabilities	0.07	0.19	Hearing Impairments	0.09	0.11	Orthopedic Impairments	0.05	0.11	Other Health Impairments	0.57	0.44	Visual Impairments	0.03	0.04	Autism	0.12	0.12	Deaf-Blindness	0.00	0.00	Traumatic Brain Injury	0.03	0.02	Developmental Delay	0.00	0.04
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BF.1.1*: Concluded	<p>The categories of specific learning disability, speech/language impairment, other health impaired and traumatic brain injury are higher than the national average for the FY2001 school year, based on the range produced by a “P+10% of P” analysis.</p>
<p>BF.1.2 (a): Does the State have sufficient personnel qualified to conduct and interpret required evaluation?</p> <p>BF.1.2 (b): Are evaluation personnel available to conduct evaluation?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> Monitoring data <p>Related CSPD:</p> <ul style="list-style-type: none"> Autism – Project Access New Scripts Early Intervention/Early Childhood Systems Change in Personnel Preparation Quality Eligibility Decisions Traumatic Brain Injury 	<p>Data Summary:</p> <p style="text-align: right;">Monitoring Data</p> <p>FY2002 Monitoring Indicator B 101300 – Eligibility staffing held within required timelines for initial evaluations: 17 of 94, 18.09 percent of agencies noncompliant</p> <p>FY2002 Monitoring Indicator B 103900 – Eligibility staffing held within required timelines for reevaluations: 16 of 92, 17.39 percent of agencies noncompliant</p> <p>Committee Conclusions (for 2a): Missouri’s system for collecting data on individuals qualified to conduct evaluations does not accurately reflect the actual number of individuals in the state engaging in evaluation activities. That information is necessary to determine if there are sufficient personnel in the state.</p> <p>Committee Conclusions (for 2b): Monitoring data shows that there are districts out of compliance with evaluation/reevaluation timelines. It is not known that this is due to lack of sufficient qualified personnel, but that is one conclusion that could be drawn. Further analysis of these monitoring standards is needed in order to determine why districts were found out of compliance.</p> <p>Missouri’s current data addressing personnel available to conduct evaluations is limited to ancillary personnel reported on Core Data. This does not consider other special education staff that may conduct evaluations as an additional assignment to their teaching position. No data is collected that represents the number of individuals conducting evaluations through contract arrangements with the local district (e.g., OT, PT, Vision, etc.).</p> <p>Notes:</p> <ul style="list-style-type: none"> Ancillary personnel is defined as professional personnel who provide special education support services other than those provided by a teacher (i.e., special education administrators, diagnosticians, psychological examiners, etc.). The committee was unable to reach consensus on the issue of defining “qualified personnel.” Missouri’s current data reflects numbers of teachers and ancillary personnel reported by districts on Core Data and represents individuals who hold Missouri Teacher Certification. Some members of the committee expressed concern that just using teacher certification as a benchmark for measuring qualified personnel would not adequately address the issue. There is a need to ensure that those individuals conducting evaluations are appropriately trained and knowledgeable in the area(s) they are assessing. The mere fact that they hold a state teaching credential was not considered sufficient by some committee members to equate to “qualified” personnel.

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<p>BF.1.3*: Is the percentage of children with disabilities disaggregated by race/ethnicity in each disability category comparable to the general population of the state?</p> <p>Data Sources</p> <ul style="list-style-type: none">State 618 data <p>Related CSPD:</p> <ul style="list-style-type: none">Autism – Project AccessLeadership Series – DataTraumatic Brain Injury	<p>Data Summary:</p> <table><tr><th colspan="7">Disability by Race 2001-2002 School Year</th></tr><tr><th></th><th>White</th><th>Black</th><th>Hispanic</th><th>Asian</th><th>Indian</th><th>Total</th></tr><tr><td>Mental Retardation</td><td>65.8%</td><td>32.1%</td><td>1.3%</td><td>0.5%</td><td>0.2%</td><td>100.0%</td></tr><tr><td>Emotional Disturbance</td><td>67.9%</td><td>30.9%</td><td>0.7%</td><td>0.2%</td><td>0.2%</td><td>100.0%</td></tr><tr><td>Speech/Language Impairment</td><td>85.7%</td><td>12.1%</td><td>1.3%</td><td>0.6%</td><td>0.2%</td><td>100.0%</td></tr><tr><td>Orthopedic Impairment</td><td>79.5%</td><td>16.9%</td><td>2.0%</td><td>1.4%</td><td>0.2%</td><td>100.0%</td></tr><tr><td>Partial Sight</td><td>82.1%</td><td>13.5%</td><td>3.1%</td><td>0.9%</td><td>0.4%</td><td>100.0%</td></tr><tr><td>Blindness</td><td>78.7%</td><td>17.3%</td><td>2.9%</td><td>0.7%</td><td>0.4%</td><td>100.0%</td></tr><tr><td>Hearing Impairment</td><td>82.8%</td><td>14.1%</td><td>1.7%</td><td>1.0%</td><td>0.4%</td><td>100.0%</td></tr><tr><td>Deafness</td><td>75.2%</td><td>19.4%</td><td>3.2%</td><td>1.9%</td><td>0.2%</td><td>100.0%</td></tr><tr><td>Specific Learning Disabilities</td><td>76.4%</td><td>21.6%</td><td>1.4%</td><td>0.3%</td><td>0.3%</td><td>100.0%</td></tr><tr><td>Other Health Impairment</td><td>85.3%</td><td>13.4%</td><td>0.7%</td><td>0.4%</td><td>0.2%</td><td>100.0%</td></tr><tr><td>Deaf/Blindness</td><td>67.6%</td><td>32.4%</td><td>0.0%</td><td>0.0%</td><td>0.0%</td><td>100.0%</td></tr><tr><td>Multiple Disabilities</td><td>78.4%</td><td>18.4%</td><td>1.3%</td><td>1.0%</td><td>0.9%</td><td>100.0%</td></tr><tr><td>Autism</td><td>80.6%</td><td>16.3%</td><td>1.5%</td><td>1.4%</td><td>0.2%</td><td>100.0%</td></tr><tr><td>Traumatic Brain Injury</td><td>77.7%</td><td>19.3%</td><td>1.4%</td><td>1.1%</td><td>0.6%</td><td>100.0%</td></tr><tr><td>Young Child w/ Dev. Delay</td><td>82.3%</td><td>15.2%</td><td>1.5%</td><td>0.9%</td><td>0.2%</td><td>100.0%</td></tr><tr><td>Total Student Population</td><td>79.0%</td><td>17.5%</td><td>2.0%</td><td>1.2%</td><td>0.3%</td><td>100.0%</td></tr></table> <p>NOTE: Percentages in bold (left) indicate over-representation according to the "P + 20% of P" criteria. Percentages in italics (right) indicate under-representation according to the "P - 20% of P" criteria.</p> <p>Committee Conclusions: Using a “P +/- 20% of P” criteria as used in Missouri’s Biennial Performance Report to the Office of Special Education Programs (OSEP), several categories of race by disability show up as over- or under-represented. The most significant areas of concern are seen in the over-representation of African American students with the disability diagnoses of Mental Retardation, Emotional Disturbance and Specific Learning Disabilities. Many other areas of over- or under-representation are seen, but are not considered significant due to the low number of students in the disability categories and/or racial/ethnic groups. These results are consistent with the two previous years’ data with the exception of Specific Learning Disabilities, which is significant in some years and not in others.</p>	Disability by Race 2001-2002 School Year								White	Black	Hispanic	Asian	Indian	Total	Mental Retardation	65.8%	32.1%	1.3%	0.5%	0.2%	100.0%	Emotional Disturbance	67.9%	30.9%	0.7%	0.2%	0.2%	100.0%	Speech/Language Impairment	85.7%	12.1%	1.3%	0.6%	0.2%	100.0%	Orthopedic Impairment	79.5%	16.9%	2.0%	1.4%	0.2%	100.0%	Partial Sight	82.1%	13.5%	3.1%	0.9%	0.4%	100.0%	Blindness	78.7%	17.3%	2.9%	0.7%	0.4%	100.0%	Hearing Impairment	82.8%	14.1%	1.7%	1.0%	0.4%	100.0%	Deafness	75.2%	19.4%	3.2%	1.9%	0.2%	100.0%	Specific Learning Disabilities	76.4%	21.6%	1.4%	0.3%	0.3%	100.0%	Other Health Impairment	85.3%	13.4%	0.7%	0.4%	0.2%	100.0%	Deaf/Blindness	67.6%	32.4%	0.0%	0.0%	0.0%	100.0%	Multiple Disabilities	78.4%	18.4%	1.3%	1.0%	0.9%	100.0%	Autism	80.6%	16.3%	1.5%	1.4%	0.2%	100.0%	Traumatic Brain Injury	77.7%	19.3%	1.4%	1.1%	0.6%	100.0%	Young Child w/ Dev. Delay	82.3%	15.2%	1.5%	0.9%	0.2%	100.0%	Total Student Population	79.0%	17.5%	2.0%	1.2%	0.3%	100.0%
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Partial Sight	82.1%	13.5%	3.1%	0.9%	0.4%	100.0%																																																																																																																									
Blindness	78.7%	17.3%	2.9%	0.7%	0.4%	100.0%																																																																																																																									
Hearing Impairment	82.8%	14.1%	1.7%	1.0%	0.4%	100.0%																																																																																																																									
Deafness	75.2%	19.4%	3.2%	1.9%	0.2%	100.0%																																																																																																																									
Specific Learning Disabilities	76.4%	21.6%	1.4%	0.3%	0.3%	100.0%																																																																																																																									
Other Health Impairment	85.3%	13.4%	0.7%	0.4%	0.2%	100.0%																																																																																																																									
Deaf/Blindness	67.6%	32.4%	0.0%	0.0%	0.0%	100.0%																																																																																																																									
Multiple Disabilities	78.4%	18.4%	1.3%	1.0%	0.9%	100.0%																																																																																																																									
Autism	80.6%	16.3%	1.5%	1.4%	0.2%	100.0%																																																																																																																									
Traumatic Brain Injury	77.7%	19.3%	1.4%	1.1%	0.6%	100.0%																																																																																																																									
Young Child w/ Dev. Delay	82.3%	15.2%	1.5%	0.9%	0.2%	100.0%																																																																																																																									
Total Student Population	79.0%	17.5%	2.0%	1.2%	0.3%	100.0%																																																																																																																									

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND STRENGTHS FOR THIS QUESTION																																								
BF.1.3*: Concluded	At this time, the Division of Special Education is working to determine the best way to address this issue. Disproportionality is now looked at as a part of the Monitoring Screening process and districts that appear to have issues with disproportionality will be more likely to receive an on-site monitoring visit. During the Spring of 2003, the Division will conduct workshops for school districts that will present information on the use of data and compliance information in the management of the special education process in order to impact outcome for students with disabilities. An analysis of disproportionality data will be one of the topics covered.																																								
BF.1.4: Do local educational agencies (LEAs) comply with monitoring standards for evaluations? Data Sources: <ul style="list-style-type: none">Monitoring data Related CSPD: <ul style="list-style-type: none">Autism – Project AccessLeadership Series – Compliance, Compliance and DataThird cycle MonitoringTraumatic Brain Injury	Data Summary: Monitoring Data FY2002 Monitoring Standard Evaluation-1 – Children with disabilities receive evaluations in all areas related to a suspected disability. The evaluation information addresses educational needs, including progress in the general curriculum (or age-appropriate activities for preschool children): not monitored in FY2002 FY2002 Monitoring Standard Evaluation-3 – Evaluations are appropriately administered, including evaluations for transitioning from Part C, if applicable: 42 of 94, 31.91 percent of agencies noncompliant FY2002 Monitoring Standard Evaluation-5 – Eligibility criteria are applied appropriately for all initial evaluations: 3 of 48, 6.25 percent of agencies noncompliant Monitoring Indicator 103100/103200 – Initial eligibility determination or reevaluation determination of continuing eligibility <table><tr><td></td><td># Districts monitored on this standard</td><td># Districts out of compliance (Initial)</td><td># Districts out of compliance Follow-up1</td><td># Districts out of compliance Follow-up2</td></tr><tr><td>FY1999</td><td>Unknown*</td><td>4</td><td>Incomplete</td><td></td></tr><tr><td>FY2000</td><td>Unknown</td><td>8</td><td>Incomplete</td><td></td></tr><tr><td>FY2001</td><td>Unknown</td><td>8</td><td>Incomplete</td><td></td></tr></table> <p>* This information could not be queried from the database.</p> Monitoring Indicator 102110 – Procedural safeguards at referral <table><tr><td></td><td># Districts monitored on this standard</td><td># Districts out of compliance (Initial)</td><td># Districts out of compliance Follow-up1</td><td># Districts out of compliance Follow-up2</td></tr><tr><td>FY1999</td><td>87</td><td>26</td><td>8</td><td>0</td></tr><tr><td>FY2000</td><td>106</td><td>37</td><td>3</td><td>Incomplete</td></tr><tr><td>FY2001</td><td>104</td><td>41</td><td>Incomplete</td><td></td></tr></table>		# Districts monitored on this standard	# Districts out of compliance (Initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2	FY1999	Unknown*	4	Incomplete		FY2000	Unknown	8	Incomplete		FY2001	Unknown	8	Incomplete			# Districts monitored on this standard	# Districts out of compliance (Initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2	FY1999	87	26	8	0	FY2000	106	37	3	Incomplete	FY2001	104	41	Incomplete	
	# Districts monitored on this standard	# Districts out of compliance (Initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2																																					
FY1999	Unknown*	4	Incomplete																																						
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FY1999	87	26	8	0																																					
FY2000	106	37	3	Incomplete																																					
FY2001	104	41	Incomplete																																						

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND STRENGTHS FOR THIS QUESTION																				
BF.1.4: Continued	Monitoring Indicator 102120 – Information provided by the parent																				
	<table><tr><td></td><td># Districts monitored on this standard</td><td># Districts out of compliance (Initial)</td><td># Districts out of compliance Follow-up1</td><td># Districts out of compliance Follow-up2</td></tr><tr><td>FY1999</td><td>87</td><td>15</td><td>8</td><td>0</td></tr><tr><td>FY2000</td><td>106</td><td>20</td><td>1</td><td>Incomplete</td></tr><tr><td>FY2001</td><td>104</td><td>12</td><td>Incomplete</td><td></td></tr></table>		# Districts monitored on this standard	# Districts out of compliance (Initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2	FY1999	87	15	8	0	FY2000	106	20	1	Incomplete	FY2001	104	12	Incomplete	
		# Districts monitored on this standard	# Districts out of compliance (Initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2																
	FY1999	87	15	8	0																
	FY2000	106	20	1	Incomplete																
	FY2001	104	12	Incomplete																	
	Monitoring Indicator 102130 – Eligibility team includes parent																				
	<table><tr><td></td><td># Districts monitored on this standard</td><td># Districts out of compliance (Initial)</td><td># Districts out of compliance Follow-up1</td><td># Districts out of compliance Follow-up2</td></tr><tr><td>FY1999</td><td>87</td><td>9</td><td>1</td><td>0</td></tr><tr><td>FY2000</td><td>106</td><td>14</td><td>2</td><td>Incomplete</td></tr><tr><td>FY2001</td><td>104</td><td>10</td><td>Incomplete</td><td></td></tr></table>		# Districts monitored on this standard	# Districts out of compliance (Initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2	FY1999	87	9	1	0	FY2000	106	14	2	Incomplete	FY2001	104	10	Incomplete	
		# Districts monitored on this standard	# Districts out of compliance (Initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2																
	FY1999	87	9	1	0																
	FY2000	106	14	2	Incomplete																
	FY2001	104	10	Incomplete																	
	Monitoring Indicator 102140 – Copy of report given to parent																				
	<table><tr><td></td><td># Districts monitored on this standard</td><td># Districts out of compliance (Initial)</td><td># Districts out of compliance Follow-up1</td><td># Districts out of compliance Follow-up2</td></tr><tr><td>FY1999</td><td>88</td><td>34</td><td>8</td><td>0</td></tr><tr><td>FY2000</td><td>106</td><td>51</td><td>2</td><td>Incomplete</td></tr><tr><td>FY2001</td><td>104</td><td>44</td><td>Incomplete</td><td></td></tr></table>		# Districts monitored on this standard	# Districts out of compliance (Initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2	FY1999	88	34	8	0	FY2000	106	51	2	Incomplete	FY2001	104	44	Incomplete	
		# Districts monitored on this standard	# Districts out of compliance (Initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2																
	FY1999	88	34	8	0																
	FY2000	106	51	2	Incomplete																
	FY2001	104	44	Incomplete																	
Monitoring Indicator 102150 – Notice within 30 days of referral																					
<table><tr><td></td><td># Districts monitored on this standard</td><td># Districts out of compliance (Initial)</td><td># Districts out of compliance Follow-up1</td><td># Districts out of compliance Follow-up2</td></tr><tr><td>FY1999</td><td>89</td><td>1</td><td>1</td><td>0</td></tr><tr><td>FY2000</td><td>106</td><td>13</td><td>0</td><td></td></tr><tr><td>FY2001</td><td>104</td><td>18</td><td>Incomplete</td><td></td></tr></table>		# Districts monitored on this standard	# Districts out of compliance (Initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2	FY1999	89	1	1	0	FY2000	106	13	0		FY2001	104	18	Incomplete		
	# Districts monitored on this standard	# Districts out of compliance (Initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2																	
FY1999	89	1	1	0																	
FY2000	106	13	0																		
FY2001	104	18	Incomplete																		

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND STRENGTHS FOR THIS QUESTION																				
BF.1.4: Concluded	Monitoring Indicator 102160 – Staffing within 45 days of consent																				
	<table><tr><td></td><td># Districts monitored on this standard</td><td># Districts out of compliance (Initial)</td><td># Districts out of compliance Follow-up1</td><td># Districts out of compliance Follow-up2</td></tr><tr><td>FY1999</td><td>89</td><td>3</td><td>2</td><td>0</td></tr><tr><td>FY2000</td><td>106</td><td>8</td><td>1</td><td>Incomplete</td></tr><tr><td>FY2001</td><td>104</td><td>10</td><td>Incomplete</td><td></td></tr></table>		# Districts monitored on this standard	# Districts out of compliance (Initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2	FY1999	89	3	2	0	FY2000	106	8	1	Incomplete	FY2001	104	10	Incomplete	
		# Districts monitored on this standard	# Districts out of compliance (Initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2																
	FY1999	89	3	2	0																
	FY2000	106	8	1	Incomplete																
	FY2001	104	10	Incomplete																	
	Monitoring Indicator 102170 – IEP within 30 days of eligibility staffing																				
	<table><tr><td></td><td># Districts monitored on this standard</td><td># Districts out of compliance (Initial)</td><td># Districts out of compliance Follow-up1</td><td># Districts out of compliance Follow-up2</td></tr><tr><td>FY1999</td><td>88</td><td>3</td><td>0</td><td>0</td></tr><tr><td>FY2000</td><td>106</td><td>3</td><td>0</td><td></td></tr><tr><td>FY2001</td><td>104</td><td>4</td><td>Incomplete</td><td></td></tr></table>		# Districts monitored on this standard	# Districts out of compliance (Initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2	FY1999	88	3	0	0	FY2000	106	3	0		FY2001	104	4	Incomplete	
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	FY1999	88	3	0	0																
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FY2001	104	4	Incomplete																		
Committee Conclusions:																					
Monitoring data indicates that many districts are out of compliance on evaluation standards/indicators at the initial review, however, most districts are in compliance by the time of the first follow-up. A more detailed analysis of the monitoring data is needed to determine the causes for the noncompliance. Current data reflecting the findings from monitoring activities with Missouri public agencies is not sufficient to draw conclusions about statewide compliance with all standards related to evaluations, since all standards related to evaluation have not been monitored. Monitoring data should be an important factor for future decisions on this issue.																					

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND STRENGTHS FOR THIS QUESTION
<p>BF.1.5: Do the needs of children with disabilities as identified in the evaluation report and present level of performance appear in the individualized education program (IEP) as goals or services?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Monitoring data <p>Related CSPD:</p> <ul style="list-style-type: none"> • Assistive Technology • Learning to Develop Measurable Goals, Objectives and Benchmarks • New Scripts Early Intervention/Early Childhood Systems Change in Personnel Preparation • Quality Eligibility Decisions 	<p>Data Summary: Data specific to this issue was not available.</p> <p>Committee Conclusions: Information that would enable the state to draw conclusions on this issue was not part of Missouri's monitoring focus during the second Missouri School Improvement Program (MSIP) cycle and therefore, no data was available to make a judgment on the question.</p>

Component BF.2: Are special education and related services available to meet the unique needs of children with disabilities?

Overview Answer: Many factors shed light in this area, but do not fully answer the question. Additional analysis is needed. Teacher certification data shows that the percent of teachers not fully certified has increased over the past three years for both K-12 and Early Childhood Special Education programs. Data shows that caseloads are within acceptable ranges. There are no data available on contracted related services providers.

Strengths: The Department of Elementary and Secondary Education (DESE) is proactive in providing tuition reimbursement for teachers currently certified in regular education to pursue certification in special education. DESE also provides tuition reimbursement to paraprofessionals who have sixty college hours and have worked in a special education classroom for two years. Many types of professional development are available for educators in the state.

Areas of Concern: There are shortages of special education teachers. The strategy to increase the number of available teachers may result in a different standard for certification of teachers. As an example, regular education teachers are now allowed to take a test (Praxis) and receive a Missouri certificate to teach special education (cross-categorical mild to moderate). This will result in there being more special education certified teachers, but those teachers may not have the educational background and expertise to work with students with disabilities.

Other Comments: Teacher certification information is not available by specific disability category. There is also no data on teacher assignments and the appropriateness of those assignments in relationship to teachers' knowledge and expertise. The number of teachers in the Department of Corrections (DOC) needs to be collected in order to calculate accurate ratios. DESE will begin to collect the DOC's data through the same procedures used by all other school districts. The number of contracted special education service providers needs to be collected. Data needs to be analyzed on a regional basis so that all areas of the state can be evaluated regarding the availability of qualified staff to meet the needs of children with disabilities.

The committee was unable to reach consensus on the issue of defining "qualified personnel." Missouri's current data reflects numbers of teachers and ancillary personnel reported by districts on Core Data and represent individuals who hold Missouri Teacher Certification. Some members of the committee expressed concern that just using teacher certification as a benchmark for measuring qualified personnel would not adequately address the issue. There is a need to ensure that those individuals conducting evaluations are appropriately trained and knowledgeable in the area(s) they are assessing. The mere fact that they hold a state teaching credential was not considered sufficient by some committee members to equate to "qualified" personnel.

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND STRENGTHS FOR THIS QUESTION																																																																																	
<p>BF.2.1: Are there sufficient numbers of qualified teachers and related service providers to meet the identified needs of all children with disabilities?</p> <p>Data Sources:</p> <ul style="list-style-type: none">State 618 data <p>Related CSPD:</p> <ul style="list-style-type: none">Mentoring for Success of Students with Disabilities (Grants and Manual) Resource DocumentMissouri Teacher Certification RequirementsMissouri Standards for Teacher Education Programs (MoSTEP)New Scripts Early Intervention/Early Childhood Systems Change in Personnel PreparationOrientation and Mobility CertificationSchool Psychologist Intern ProjectTuition Reimbursement	<p>Data Summary:</p> <p style="text-align: center;">Student/Teacher Ratios</p> <table><tr><th colspan="4">School-Age</th></tr><tr><th>Year</th><th>FTE Teachers</th><th>Child Count</th><th>Student/Teacher Ratio</th></tr><tr><td>1998-1999</td><td>8,413.84</td><td>124,606</td><td>14.81</td></tr><tr><td>1999-2000</td><td>8,723.99</td><td>127,225</td><td>14.58</td></tr><tr><td>2000-2001</td><td>8,696.64</td><td>129,347</td><td>14.87</td></tr></table> <p style="text-align: center;">Early Childhood Special Education</p> <table><tr><th>Year</th><th>FTE Teachers</th><th>Child Count</th><th>Student/Teacher Ratio</th></tr><tr><td>1998-1999</td><td>623.46</td><td>6,965</td><td>11.17</td></tr><tr><td>1999-2000</td><td>646.34</td><td>7,725</td><td>11.95</td></tr><tr><td>2000-2001</td><td>552.63</td><td>8,036</td><td>14.54</td></tr></table> <p>Sources:</p> <ol style="list-style-type: none">OSEP Table 2 - Personnel, Total FTE Employed, for Ages 6-21State Profile Table 1, for Ages 5K-21+OSEP Table 2 - Personnel, Total FTE Employed, for Ages 3-5State Profile Table 1, for Early Childhood, Ages 3-6 (non-K) <p style="text-align: center;">Teacher Certification Data</p> <table><tr><th colspan="5">School-Age - Ages 6-21</th></tr><tr><th>Year</th><th>Employed Fully Certified*</th><th>Employed Not Fully Certified</th><th>Total Employed</th><th>Percent Not Fully Certified</th></tr><tr><td>1998-1999</td><td>7,911.26</td><td>502.58</td><td>8,413.84</td><td>6.0%</td></tr><tr><td>1999-2000</td><td>8,115.89</td><td>608.10</td><td>8,723.99</td><td>7.0%</td></tr><tr><td>2000-2001</td><td>8,077.31</td><td>619.33</td><td>8,696.64</td><td>7.1%</td></tr></table> <p style="text-align: center;">Early Childhood Special Education - Ages 3-5</p> <table><tr><th>Year</th><th>Employed Fully Certified*</th><th>Employed Not Fully Certified</th><th>Total Employed</th><th>Percent Not Fully Certified</th></tr><tr><td>1998-1999</td><td>530.46</td><td>93.00</td><td>623.46</td><td>14.9%</td></tr><tr><td>1999-2000</td><td>550.34</td><td>96.00</td><td>646.34</td><td>14.9%</td></tr><tr><td>2000-2001</td><td>462.51</td><td>90.12</td><td>552.63</td><td>16.3%</td></tr></table> <p>Source: OSEP Table 2 - Personnel, Total FTE Employed</p> <p>** “Fully Certified” includes PCI, PCII, CPC and Life Certificates</p>	School-Age				Year	FTE Teachers	Child Count	Student/Teacher Ratio	1998-1999	8,413.84	124,606	14.81	1999-2000	8,723.99	127,225	14.58	2000-2001	8,696.64	129,347	14.87	Year	FTE Teachers	Child Count	Student/Teacher Ratio	1998-1999	623.46	6,965	11.17	1999-2000	646.34	7,725	11.95	2000-2001	552.63	8,036	14.54	School-Age - Ages 6-21					Year	Employed Fully Certified*	Employed Not Fully Certified	Total Employed	Percent Not Fully Certified	1998-1999	7,911.26	502.58	8,413.84	6.0%	1999-2000	8,115.89	608.10	8,723.99	7.0%	2000-2001	8,077.31	619.33	8,696.64	7.1%	Year	Employed Fully Certified*	Employed Not Fully Certified	Total Employed	Percent Not Fully Certified	1998-1999	530.46	93.00	623.46	14.9%	1999-2000	550.34	96.00	646.34	14.9%	2000-2001	462.51	90.12	552.63	16.3%
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<p>BF.2.1: Concluded</p>	<p style="text-align: center;">Monitoring Data</p> <p>FY2002 Monitoring Indicator 108800 – Special education and related services are provided in accordance with the individualized education program (IEP): 14 of 93, 15.05 percent of agencies noncompliant</p> <p>Committee Conclusions: Teacher certification data shows that the percent of teachers not fully certified has increased over the past three years for both K-12 and Early Childhood Special Education programs. Data shows that caseloads are within acceptable ranges. Missouri has no available data on contracted related services providers and this information, if available, would impact the answer to this question. The existing data does not include information by specific disability categories and the available teachers based on teacher certification in those specific areas. Regional analysis of the data would be helpful.</p> <p>Calculating a student-teacher ratio on a statewide basis would not provide an accurate picture for the state since it would not accurately reflect the situation in some regions of the state where the availability of qualified staff to work with children with disabilities is limited. Data regarding the Early Childhood Special Education (ECSE) child count and the numbers of ECSE teachers was easier to evaluate during this process. A student-teacher ratio may be more accurate for this population of children.</p>

Component BF.3*: Are appropriate special education and related services provided to children with disabilities served by the public agency?

Overview Answer: This component was answered by looking at performance and exiting data for students with disabilities. The assumption is that if students are provided with appropriate services, then positive outcomes and increased performance will follow. In Missouri, there has been an increase in graduation rates and a decrease in the dropout rates for students with disabilities. Missouri Assessment Program (MAP) data shows progress in the performance of students with disabilities. There has also been an increase in the percent of students with disabilities placed in regular education settings.

Strengths: The new Missouri monitoring system holds districts accountable for specific performance standards, including graduation rates, dropout rates, Missouri Assessment Program (MAP) results, etc. Districts found to have performance issues must incorporate improvement plans into their Annual Program Review and Comprehensive School Improvement Plan (CSIP).

Areas of Concern: While there has been an improvement in statewide graduation and dropout rates and MAP performance for students with disabilities, there are still significant gaps between students with disabilities and all students, and many districts are not seeing improved performance. There are also significant differences found when data are disaggregated by disability. For example, the dropout rate is much higher for students with emotional disturbances, mental retardation and/or specific learning disabilities.

Other Comments: Students receiving services through the Department of Corrections (DOC), Division of Youth Services (DYS), State Schools for the Severely Handicapped (SSSH), Missouri School for the Blind (MSB) and Missouri School for the Deaf (MSD) are not consistently included in the exiting data. This is done for a variety of reasons, including:

- Data for some of the programs is not reported/included in the comparable data for all students
- Exiting data reported by DOC and DYS would artificially increase the statewide dropout rate since students in those facilities receive a General Equivalency Diploma (GED) rather than a diploma upon successful completion of the educational program. In Missouri, GED recipients are included in the dropout numbers.

DESE's current system of collecting exiting data makes it difficult to compare children with disabilities with non-disabled children. In this report, data for all students includes students with disabilities in the totals.

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND STRENGTHS FOR THIS QUESTION																								
<p>BF.3.1*: Are high school completion rates for children with disabilities comparable to completion rates for non-disabled children?</p> <p>Data Sources:</p> <ul style="list-style-type: none">• Graduation data• Monitoring data <p>Related CSPD:</p> <ul style="list-style-type: none">• Eduequity• Issues in Education Technical Assistance Bulletin• Missouri Transition Alliance Project (MOTAP)• Network for High Schools with Results• Secondary Transition	<p>Data Summary:</p> <table><tr><th colspan="4">Graduation Rate Summary</th></tr><tr><th></th><th colspan="2">Students with Disabilities*</th><th>All Students</th></tr><tr><th>Year</th><th>Number of Graduates</th><th>Graduation Rate</th><th>Graduation Rate</th></tr><tr><td>2000-2001</td><td>4,605</td><td>59.5%</td><td>81.4%</td></tr><tr><td>1999-2000</td><td>4,451</td><td>53.4%</td><td>80.3%</td></tr><tr><td>1998-1999</td><td>3,966</td><td>53.1%</td><td>78.5%</td></tr></table> <p>* Excludes Department of Corrections, Division of Youth Services, Missouri School for the Blind, Missouri School for the Deaf and State Schools for the Severely Handicapped</p> <p>Notes: "All Student" data from the Department of Elementary and Secondary Education (DESE) web site. Graduation rate formula: Graduates / (9-12 Cohort Dropouts + Graduates). "Students with Disabilities" data from Screen 12 of core Data as of June 5, 2002. Graduation rate formula: Graduates with a diploma / (Graduates with a diploma + Dropouts).</p> <p style="text-align: center;">Monitoring Data</p> <p>FY2002 Monitoring Standard Secondary Transition-3 – The percentage of students with disabilities graduating with a regular diploma will increase: 19 of 87, 21.84 percent of agencies noncompliant</p> <p>Committee Conclusions: The graduation rates of students with disabilities are significantly lower than that of all students for each of the reported years, however the gap decreased for the 2000-2001 school year. Many districts are not meeting the standard for increasing graduation rates indicating that much work is still needed in this area despite the fact that there are many opportunities for professional development in the state.</p>	Graduation Rate Summary					Students with Disabilities*		All Students	Year	Number of Graduates	Graduation Rate	Graduation Rate	2000-2001	4,605	59.5%	81.4%	1999-2000	4,451	53.4%	80.3%	1998-1999	3,966	53.1%	78.5%
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<p>BF.3.2*: Are dropout rates for children with disabilities comparable to those for children without disabilities?</p> <p>Data sources:</p> <ul style="list-style-type: none">• Dropout data• Monitoring data	<p>Data Summary:</p> <table><tr><th colspan="4">Dropout Rate Summary</th></tr><tr><th></th><th colspan="2">Students with Disabilities*</th><th>All Students</th></tr><tr><th>Year</th><th>Number of Dropouts</th><th>Dropout Rate</th><th>Dropout Rate</th></tr><tr><td>2000-2001</td><td>3,138</td><td>7.6%</td><td>4.5%</td></tr><tr><td>1999-2000</td><td>3,880</td><td>9.6%</td><td>4.3%</td></tr><tr><td>1998-1999</td><td>3,504</td><td>9.1%</td><td>4.7%</td></tr></table> <p>* Excludes Department of Corrections, Division of Youth Services, Missouri School for the Blind, Missouri School for the Deaf and State Schools for the Severely Handicapped.</p>	Dropout Rate Summary					Students with Disabilities*		All Students	Year	Number of Dropouts	Dropout Rate	Dropout Rate	2000-2001	3,138	7.6%	4.5%	1999-2000	3,880	9.6%	4.3%	1998-1999	3,504	9.1%	4.7%
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<p>BF.3.2*: Concluded</p> <p>Related CSPD:</p> <ul style="list-style-type: none">• Issues in Education Technical Assistance Bulletin• Missouri Transition Alliance Project (MOTAP)• Secondary Transition	<p>Notes: "All Student" data from the Department of Elementary and Secondary Education (DESE) web site. Dropout rate formula: 9-12 Dropouts / 9-12 Average Enrollment.</p> <p>"Students with Disabilities" data from Screen 12 of Core Data as of June 5, 2002. Dropout rate formula: Dropouts / Child Count (14-22 years). "Dropouts" for students with disabilities include students who received a certificate; reached maximum age; moved, and are not known to be continuing; and dropped out.</p> <p style="text-align: center;">Monitoring Data</p> <p>FY2002 Monitoring Standard Dropouts-1 – Dropout rates for children with disabilities decrease and are no higher than those of children without disabilities: 35 of 89 39.33 percent of agencies noncompliant</p> <p>Committee Conclusions:</p> <p>The dropout rate of youth with disabilities is significantly higher than that of all students for each of the last three years, however the gap decreased significantly in the 2000-2001 school year. While statewide dropout rates are decreasing, there are many districts that are not improving in this area. Students with Emotional Disturbance and Mental Retardation account for slightly more than 30 percent of the students with disabilities who drop out of school. In comparison, these two groups only account for slightly more than 20 percent of the special education child count for ages 14-22. Additional analysis should look at the dropout categories in order to better define the problem and to help target technical assistance.</p>																																	
<p>BF.3.3*: Do children with disabilities participate and progress in the general curriculum?</p> <p>Data Sources:</p> <ul style="list-style-type: none">• State 618 data• Annual Report to Congress• Monitoring data	<p>Data Summary:</p> <p style="text-align: center;">Placements in Regular Classes (Outside Regular Classes < 21%) Ages 5K-22</p> <table><tr><th></th><th colspan="2">Regular Class Placements</th></tr><tr><th>Year</th><th>Number</th><th>Percent</th></tr><tr><td>1998-1999</td><td>63,712</td><td>51.13%</td></tr><tr><td>1999-2000</td><td>66,673</td><td>52.41%</td></tr><tr><td>2000-2001</td><td>69,342</td><td>53.61%</td></tr><tr><td>2001-2002</td><td>72,563</td><td>54.76%</td></tr></table> <p style="text-align: center;">Percent of Children Age 6-21 Served in Different Educational Environments under IDEA, Part B During the 1999-2000 School Year</p> <table><tr><th></th><th></th><th>Outside Regular Class <21%</th><th>Outside Regular Class 21-60%</th><th>Outside Regular Class >60%</th></tr><tr><td>All Disabilities</td><td>Missouri</td><td>51.93</td><td>31.62</td><td>13.14</td></tr><tr><td>All Disabilities</td><td>US</td><td>47.32</td><td>28.32</td><td>20.29</td></tr></table>		Regular Class Placements		Year	Number	Percent	1998-1999	63,712	51.13%	1999-2000	66,673	52.41%	2000-2001	69,342	53.61%	2001-2002	72,563	54.76%			Outside Regular Class <21%	Outside Regular Class 21-60%	Outside Regular Class >60%	All Disabilities	Missouri	51.93	31.62	13.14	All Disabilities	US	47.32	28.32	20.29
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<p>BF.3.3*: Continued</p> <p>Related CSPD:</p> <ul style="list-style-type: none"> • Access to the General Education Curriculum – Problem Solving for General Education Intervention • Accommodation and Modification for Classroom Instruction and Assessment • Autism – Project Access • Blind Skills Specialists • Center for Innovations in Education • Early Childhood Special Education (ECSE) Show Me How Technical Assistance Bulletins • Effective Practices Technical Assistance Bulletin • English Language Learners (ELL) with Special Needs • Issues in Education Technical Assistance Bulletin • Leadership Series – Visually Impaired Level II • Learning to Develop Measurable Goals, Objectives and Benchmarks 	<p style="text-align: center;">Monitoring Data</p> <p>FY2002 Monitoring Standard Special Education and Related Services-6 – Children with disabilities are provided supplementary aids and services, accommodations and modifications to support success in regular education settings: 32 of 93, 34.41 percent of agencies noncompliant</p> <p>FY2002 Monitoring Indicator B 107030 – Demonstrate involvement in general curriculum: 4 of 92, 4.35 percent of agencies noncompliant</p> <p>FY2002 Monitoring Indicator B 105300 – Child’s regular education teacher(s) involved in individualized education program (IEP): 13 of 94, 13.83 percent of agencies noncompliant</p> <p>FY2002 Monitoring Indicator NR 405001 – Regular and special educators collaborate at all levels to help children with disabilities receive appropriate services and progress in the general curriculum: 2 of 89, 2.25 percent of agencies noncompliant</p> <p>FY2002 Monitoring Standard Least Restrictive Environment-3 – The percentage of children with disabilities in each disability category, served at each point of the continuum, is comparable to statewide data: not monitored in FY02</p> <p>FY2002 Monitoring Standard Least Restrictive Environment-4 – Placement options along the continuum are made available to the extent necessary to implement each child’s IEP, including community-based options for preschool children: 23 of 100, 23.00 percent of agencies noncompliant</p> <p>FY2002 Monitoring Standard Least Restrictive Environment-5 – Children with disabilities participate with non-disabled children in the full range of programs and services available in the district: 13 of 94, 13.83 percent of agencies noncompliant</p> <p>FY2002 Monitoring Standard Least Restrictive Environment-6 – Related services are provided in a variety of settings, including the regular classroom, where appropriate: 15 of 78, 19.23 percent of agencies noncompliant</p> <p>Performance Data – see BF.5.2</p>

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<p>BF.3.3*: Concluded</p> <p>Related CSPD: Concluded</p> <ul style="list-style-type: none">Missouri Assessment Program-Alternate (MAP-A), Teaching Resource GuideMissouri Math InitiativeMissouri Reading InitiativeNetwork for High Schools with ResultsParents as Teachers: Supporting Families of Children with Special Needs Guide and TrainingPositive Behavior SupportsPractical Parenting PartnershipsQuality Eligibility DecisionsSchool Psychologist Intern ProjectSecondary TransitionTraumatic Brain Injury	<p>Committee Conclusions:</p> <p>Placement data shows that the percentage of children with disabilities in regular education placements has increased over the past three years and that Missouri’s percentage in regular placements is higher than the national average.</p> <p>Monitoring data shows several areas of concern. Further analysis is required to determine if the noncompliance is a result of serious systemic issues that will need to be addressed or if it is a result of errors that are easily remedied such as documentation omissions.</p> <p>Progress data as measured by the Missouri Assessment Program (MAP) performance is reported under Indicator BF.5.2. Data shows that the performance of students with disabilities is increasing overall. At this time, performance data cannot be disaggregated by placement, which would be necessary in order to compare the progress of students in regular placement to the progress of students in less inclusive settings.</p> <p>Other factors that could provide information on this issue could include individualized education programs (IEPs), quarterly reports to parents, retention, other standardized testing and three-year reevaluations.</p>																																				
<p>BF.3.4*: Are children who would typically be identified as being eligible for special education at age 8 or older (e.g., third grade) and who are experiencing early reading or behavior difficulties, identified and receiving services earlier, to avoid falling behind peers?</p> <p>Data Sources:</p> <ul style="list-style-type: none">State 618 data	<p>Data Summary:</p> <p style="text-align: center;">Percentages of Child Count by Age Groups All Students with Disabilities</p> <table><tr><th></th><th>1997-98</th><th>1998-99</th><th>1999-00</th><th>2000-01</th><th>2001-02</th></tr><tr><td>ECSE</td><td>5.1%</td><td>5.3%</td><td>5.7%</td><td>5.8%</td><td>6.4%</td></tr><tr><td>5K-7</td><td>12.9%</td><td>12.6%</td><td>12.4%</td><td>12.6%</td><td>12.4%</td></tr><tr><td>8-10</td><td>26.3%</td><td>26.3%</td><td>25.6%</td><td>25.0%</td><td>23.9%</td></tr><tr><td>11-22</td><td>55.7%</td><td>55.8%</td><td>56.3%</td><td>56.6%</td><td>57.3%</td></tr><tr><td>Total</td><td>100.0%</td><td>100.0%</td><td>100.0%</td><td>100.0%</td><td>100.0%</td></tr></table>		1997-98	1998-99	1999-00	2000-01	2001-02	ECSE	5.1%	5.3%	5.7%	5.8%	6.4%	5K-7	12.9%	12.6%	12.4%	12.6%	12.4%	8-10	26.3%	26.3%	25.6%	25.0%	23.9%	11-22	55.7%	55.8%	56.3%	56.6%	57.3%	Total	100.0%	100.0%	100.0%	100.0%	100.0%
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BF.3.4*: Concluded	<div>Specific Learning Disabilities</div> <table><tr><td></td><td>1997-98</td><td>1998-99</td><td>1999-00</td><td>2000-01</td><td>2001-02</td></tr><tr><td>ECSE*</td><td>0.0%</td><td>0.0%</td><td>0.0%</td><td>0.0%</td><td>0.0%</td></tr><tr><td>5K-7</td><td>4.1%</td><td>3.8%</td><td>3.8%</td><td>3.8%</td><td>3.3%</td></tr><tr><td>8-10</td><td>24.1%</td><td>23.8%</td><td>22.7%</td><td>21.7%</td><td>20.4%</td></tr><tr><td>11-22</td><td>71.8%</td><td>72.4%</td><td>73.5%</td><td>74.5%</td><td>76.3%</td></tr><tr><td>Total</td><td>100.0%</td><td>100.0%</td><td>100.0%</td><td>100.0%</td><td>100.0%</td></tr></table> <div>Emotional Disturbance</div> <table><tr><td></td><td>1997-98</td><td>1998-99</td><td>1999-00</td><td>2000-01</td><td>2001-02</td></tr><tr><td>ECSE*</td><td>0.0%</td><td>0.0%</td><td>0.0%</td><td>0.0%</td><td>0.0%</td></tr><tr><td>5K-7</td><td>7.3%</td><td>7.6%</td><td>7.4%</td><td>7.0%</td><td>6.4%</td></tr><tr><td>8-10</td><td>21.3%</td><td>21.1%</td><td>21.3%</td><td>22.2%</td><td>21.5%</td></tr><tr><td>11-22</td><td>71.4%</td><td>71.3%</td><td>71.3%</td><td>70.8%</td><td>72.2%</td></tr><tr><td>Total</td><td>100.0%</td><td>100.0%</td><td>100.0%</td><td>100.0%</td><td>100.0%</td></tr></table> <p>* Children in early childhood programs could not have a categorical diagnosis prior to the 2001-2002 school year.</p> <p>Committee Conclusions: Data does not indicate that there is a movement towards earlier identification of children. Total child count percentages by age group show that there has been little change over the last five years, except that the percentage in Early Childhood Special Education programs has increased. Percentages for Specific Learning Disabilities have shown the largest amount of change in that percentages at the younger ages have declined while the older ages have increased. Further analysis is needed to better answer this indicator.</p>		1997-98	1998-99	1999-00	2000-01	2001-02	ECSE*	0.0%	0.0%	0.0%	0.0%	0.0%	5K-7	4.1%	3.8%	3.8%	3.8%	3.3%	8-10	24.1%	23.8%	22.7%	21.7%	20.4%	11-22	71.8%	72.4%	73.5%	74.5%	76.3%	Total	100.0%	100.0%	100.0%	100.0%	100.0%		1997-98	1998-99	1999-00	2000-01	2001-02	ECSE*	0.0%	0.0%	0.0%	0.0%	0.0%	5K-7	7.3%	7.6%	7.4%	7.0%	6.4%	8-10	21.3%	21.1%	21.3%	22.2%	21.5%	11-22	71.4%	71.3%	71.3%	70.8%	72.2%	Total	100.0%	100.0%	100.0%	100.0%	100.0%
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Component BF.4*: Are appropriate services provided to children with disabilities whose behavior impedes learning?

Overview Answer: FY02 monitoring data suggests that additional work is needed to both analyze the data and to provide better services to children with disabilities whose behavior impedes learning.

Strengths: Professional development is available on Positive Behavioral Supports. A new data collection, first used in the 2000-2001 school year, provides detailed information on the incidents requiring disciplinary action. A second year of data has now been collected and the discipline data is being included in the Special Education District Profiles and will be used for monitoring purposes. The state has a pilot program via the Department of Mental Health (DMH) to improve services and collect information about services provided to children with severe emotional disturbances.

Areas of Concern: Documentation on wrap-around services is not required in individualized educational programs (IEPs). There are wrap-around services available in some areas of the state, however the Department of Elementary and Secondary Education (DESE) does not collect these data. Data is not collected in classrooms where students with behavioral needs are being instructed by a partnership between mental health professionals and special educators.

Other Comments: Data or further analysis is needed to address the following:

- IEPs with positive behavior intervention plans, when appropriate
- IEPs with crisis plans, when appropriate
- IEPs that address positive behavior interventions for students suspended or expelled
- Statewide training on positive behavior intervention for educators
- Classrooms that provide academic and therapeutic services in a joint environment
- Wrap-around services for students with disabilities exhibiting behavioral needs
- Number of districts that are members of and actively participate in local systems of care boards (e.g., CASSP, 503 boards, or other interagency treatment planning boards which include Division of Family Services (DFS), Juvenile and Family Courts, Division of Youth Services (DYS), parent representatives, community mental health services and other public or non-profit service providers)
- Number of districts that engage in a system of community involvement for wrap-around services
- Examine interagency agreements that support wrap-around services.

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<p>BF.4.1*: Are suspension and expulsion rates for children with disabilities comparable to those for children without disabilities?</p> <p>Data Sources:</p> <ul style="list-style-type: none">• Discipline incident reporting• Biennial Performance Report <p>Related CSPD:</p> <ul style="list-style-type: none">• Effective Practices Technical Assistance Bulletin• Issues in Education Technical Assistance Bulletin• Positive Behavior Supports• School Psychologist Intern Project	<p>Data Summary:</p> <p style="text-align: center;">Discipline Incidents by Disability Category 2000-2001 School Year</p> <table><tr><th>Disability Category</th><th>Number of Discipline Incidents</th><th>Percent of All Incidents</th><th>Percent of Incidents for Disabled</th><th>Special Education Child Count</th><th>Percent of Child Count</th></tr><tr><td>NON-DISABLED</td><td>2,991</td><td>67.5%</td><td></td><td></td><td></td></tr><tr><td>Mental Retardation</td><td>58</td><td>1.3%</td><td>4.0%</td><td>12,563</td><td>9.1%</td></tr><tr><td>Emotional Disturbance</td><td>368</td><td>8.3%</td><td>25.5%</td><td>9,229</td><td>6.7%</td></tr><tr><td>Speech/Language Impaired</td><td>36</td><td>0.8%</td><td>2.5%</td><td>28,469</td><td>20.7%</td></tr><tr><td>Physically Impaired</td><td>-</td><td>0.0%</td><td>0.0%</td><td>705</td><td>0.5%</td></tr><tr><td>Partially Seeing</td><td>-</td><td>0.0%</td><td>0.0%</td><td>196</td><td>0.1%</td></tr><tr><td>Blind</td><td>2</td><td>0.0%</td><td>0.1%</td><td>245</td><td>0.2%</td></tr><tr><td>Hard of Hearing</td><td>3</td><td>0.1%</td><td>0.2%</td><td>782</td><td>0.6%</td></tr><tr><td>Deaf</td><td>-</td><td>0.0%</td><td>0.0%</td><td>440</td><td>0.3%</td></tr><tr><td>Learning Disabilities</td><td>819</td><td>18.5%</td><td>56.8%</td><td>66,071</td><td>48.1%</td></tr><tr><td>Other Health Impaired</td><td>131</td><td>3.0%</td><td>9.1%</td><td>7,617</td><td>5.5%</td></tr><tr><td>Deaf-Blind</td><td>-</td><td>0.0%</td><td>0.0%</td><td>50</td><td>0.0%</td></tr><tr><td>Multidisabled</td><td>13</td><td>0.3%</td><td>0.9%</td><td>916</td><td>0.7%</td></tr><tr><td>Autism</td><td>9</td><td>0.2%</td><td>0.6%</td><td>1,723</td><td>1.3%</td></tr><tr><td>Traumatic Brain Injury</td><td>1</td><td>0.0%</td><td>0.1%</td><td>341</td><td>0.2%</td></tr><tr><td>Early Childhood Special Ed.</td><td>1</td><td>0.0%</td><td>0.1%</td><td>8,036</td><td>5.8%</td></tr><tr><td>Total for Students with Disabilities</td><td>1,441</td><td>32.5%</td><td>100.0%</td><td>137,383</td><td>100.0%</td></tr><tr><td>Total for All Students</td><td>4,432</td><td>100.0%</td><td></td><td></td><td></td></tr></table> <p>NOTE: Data includes only suspensions and expulsions resulting in more than 10 days out of school consecutively or cumulatively.</p>	Disability Category	Number of Discipline Incidents	Percent of All Incidents	Percent of Incidents for Disabled	Special Education Child Count	Percent of Child Count	NON-DISABLED	2,991	67.5%				Mental Retardation	58	1.3%	4.0%	12,563	9.1%	Emotional Disturbance	368	8.3%	25.5%	9,229	6.7%	Speech/Language Impaired	36	0.8%	2.5%	28,469	20.7%	Physically Impaired	-	0.0%	0.0%	705	0.5%	Partially Seeing	-	0.0%	0.0%	196	0.1%	Blind	2	0.0%	0.1%	245	0.2%	Hard of Hearing	3	0.1%	0.2%	782	0.6%	Deaf	-	0.0%	0.0%	440	0.3%	Learning Disabilities	819	18.5%	56.8%	66,071	48.1%	Other Health Impaired	131	3.0%	9.1%	7,617	5.5%	Deaf-Blind	-	0.0%	0.0%	50	0.0%	Multidisabled	13	0.3%	0.9%	916	0.7%	Autism	9	0.2%	0.6%	1,723	1.3%	Traumatic Brain Injury	1	0.0%	0.1%	341	0.2%	Early Childhood Special Ed.	1	0.0%	0.1%	8,036	5.8%	Total for Students with Disabilities	1,441	32.5%	100.0%	137,383	100.0%	Total for All Students	4,432	100.0%			
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<p>BF.4.1*: Concluded</p>	<p>Committee Conclusions: The table above indicates that approximately 33 percent of discipline incidents are committed by students with disabilities. Compared to Missouri's special education incidence rate of approximately 15 percent, this suggests that a disproportionate number of incidents are committed by students with disabilities. In addition, the data suggests that a disproportionate number of incidents are committed by students with emotional disturbances, learning disabilities or other health impairments.</p> <p>This indicator alone is not sufficient to address the component as stated above. The committee recommends an additional indicator (see below BF.4.2).</p>
<p>BF.4.2: Do children with disabilities have access to wrap-around services?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • None <p>Related CSPD:</p> <ul style="list-style-type: none"> • Positive Behavior Supports • School Psychologist Intern Project 	<p>Data Summary: No data to address this question was available for this committee to review.</p> <p>Committee Conclusions: The committee believes that addressing this question would provide meaningful information for statewide planning on the issue of behavioral needs of children with disabilities. The committee recommends looking at a system of joint services through mental health professionals and educators as a method of providing the appropriate support services to address the mental health needs of specific children while providing an educational program.</p>

Component BF.5*: Is continuous progress made by children with disabilities within the state’s system for educational accountability?

Overview Answer: Missouri Assessment Program (MAP) data indicates that some progress is being made in the performance of students with disabilities and the gap between disabled and all students is narrowing.
Strengths: Missouri has taken a pro-active approach to addressing the participation and performance of students with disabilities on the MAP. The new Missouri monitoring system has begun to hold districts accountable for specific performance indicators, including MAP results. Districts have to inform the Department of Elementary and Secondary Education (DESE) how they intend to improve the performance results for the students with disabilities enrolled in their district. Missouri now has more data available to analyze performance of students with disabilities.
Areas of Concern: While the gap may be closing, students with disabilities are still scoring significantly below all students. In addition, the majority of students with disabilities are scoring at the bottom two achievement levels of the assessment (Step 1 and Progressing).
Other Comments: A longitudinal study of MAP data would be very informative, however students do not necessarily use unique identification numbers that can be tracked from year to year. DESE should investigate the inclusion of all public agencies (Department of Corrections (DOC), Division of Youth Services (DYS) and Department of Mental Health (DMH) facilities) with regard to MAP assessment and accountability measures.

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<p>BF.5.1*: Do children with disabilities participate in state/district-wide general assessment programs with appropriate test modifications and accommodations, as needed, across districts and comparable to national data?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Biennial Performance Report • Monitoring data <p>Related CSPD:</p> <ul style="list-style-type: none"> • Accelerated Schools • Access to the General Education Curriculum • Accommodation and Modification for Classroom Instruction and Assessment • Assistive Technology • Center for Innovations in Education • Issues in Education Technical Assistance Bulletin 	<p>Data Summary:</p> <p>The following is excerpted from Missouri's Biennial Performance Report, Table 1A, Overarching Questions for Participation in/Performance of Students Receiving Special Education Services</p> <ol style="list-style-type: none"> 1. At the grade or age levels tested, how many students with disabilities participated in the <u>general</u> assessment for the school year reported? 70,677 representing the sum of the maximum "Reportable" numbers for each grade level 2. At the grade or age levels tested, how many students participated in the <u>alternate</u> assessment for the school year reported? 536 representing the number of Missouri Assessment Program–Alternate (MAP-A) Portfolios received 3. At the grade or age levels tested, how many students were provided accommodations or modifications in either assessment measure? 50,842 - The test accommodations are made up of three main types: approximately 30 percent are Oral Reading of Assessment, 30 percent are Testing with Small Group and 25 percent are Extended Time or Extra Testing Sessions 4. Do the totals shown for questions 1 and 2 include all students who were provided accommodations or modifications in the assessment? Yes 5. At the grade or age levels tested, did <u>ALL</u> students with disabilities participate in at least one assessment measure? No, 3,050 did not participate as determined by "Level Not Determined" less MAP-Alternate Portfolios received 6. What is the state's plan for including the participation of these students in future assessments? "Accountable" refers to the number of students in a given grade level that are to be tested. "Reportable" refers to the number of test booklets that were received and from which a valid score could be determined. "Level Not Determined" is the difference between Accountable and Reportable and includes any students who are eligible to take the MAP-Alternate exam. The number shown here is "Level Not Determined" less the number of MAP-Alternate portfolios received. A breakdown of the reasons that students are in "Level Not Determined" follows (Note: A student could be eligible to take two exams in a certain grade level – i.e. third grade Communication Arts and Science. A student could fall into "Level Not Determined" for neither, one or both exams. The following breakdowns are based on the reasons that a test result is "Level Not Determined", not the number of students who receive one or more results of "Level Not Determined".) <ul style="list-style-type: none"> ○ Less than half a percent – Students exempt from testing due to Limited English Proficiency who have been living in the state for less than one year ○ 25-30 percent - Students eligible to take the MAP-Alternate exam. Guidelines for the MAP-Alternate state that students should take the MAP-Alternate at ages 9, 13 and 17, therefore not all students listed as MAP-Alternate eligible would actually submit a portfolio. ○ 35-40 percent - Students absent for one or more of the testing sessions ○ 25-30 percent - No valid attempt for one or more of the testing sessions ○ 2-5 percent - Exam was invalidated by the teacher (cheating, etc.)

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<p>BF.5.1*: Concluded</p>	<p>Future monitoring activities will look into “Level Not Determined” numbers at the district level. The Division will also be comparing the Missouri Assessment Program (MAP) numbers to other data sources in order to verify that all students with disabilities are being tested.</p> <p style="text-align: center;">Monitoring Data</p> <p>FY2002 Monitoring Standard State and District-wide Assessment-5 – Participation in general state assessments are comparable to statewide data: not monitored in FY02</p> <p>FY2002 Monitoring Standard State and District-wide Assessment-9 – Modifications and accommodations for general state and district-wide assessments are provided, as determined appropriate on the individualized education program (IEP): 13 of 94, 13.83 percent of agencies noncompliant</p> <p>Committee Conclusions:</p> <p>According to the information above, slightly more than 4 percent of special education students are not participating in the statewide MAP testing. The primary reasons for not participating were that the student was absent or that the IEP team had decided that the student should take the MAP-Alternate but the student did not participate in the MAP-Alternate that particular year. Other data (not provided in this report) shows that participation rates have improved since the first mandatory years of MAP testing.</p> <p>Approximately 72 percent of students with disabilities received modifications and/or accommodations on the MAP assessments. The test accommodations are made up of three main types: approximately 30 percent are Oral Reading of Assessment, 30 percent are Testing with Small Group and 25 percent are Extended Time or Extra Testing Sessions.</p> <p>Since the MAP exams are used only in Missouri, we do not have national data for comparison purposes. The May 2002 OSEP Biennial Performance Report gathered information from all states on participation rates. This summary data for National Comparisons is not available at this time.</p>

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<p>BF.5.2*: Do performance results for children with disabilities on large-scale assessments improve at a rate that decreases any gap between children with disabilities and their non-disabled peers?</p> <p>Data Sources:</p> <ul style="list-style-type: none">Missouri Assessment Program (MAP) data <p>Related CSPD:</p> <ul style="list-style-type: none">Accelerated SchoolsAccess to the General Education CurriculumAccommodation and Modification for Classroom Instruction and AssessmentCenter for Innovations in EducationIssues in Education Technical Assistance BulletinPriority Schools	<p>Data Summary:</p> <p>MAP Performance for Disabled and Non-Disabled Students</p> <table><tr><th>Content Area</th><th>Grade Level</th><th>Year</th><th>Index for IEP Students</th><th>Index for Non-IEP Students</th><th>Gap</th></tr><tr><td>Communication Arts</td><td>03</td><td>1999</td><td>162.5</td><td>199.0</td><td>36.5</td></tr><tr><td>Communication Arts</td><td>03</td><td>2000</td><td>167.0</td><td>201.9</td><td>34.9</td></tr><tr><td>Communication Arts</td><td>03</td><td>2001</td><td>173.8</td><td>202.1</td><td>28.3</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Communication Arts</td><td>07</td><td>1999</td><td>135.3</td><td>196.4</td><td>61.1</td></tr><tr><td>Communication Arts</td><td>07</td><td>2000</td><td>141.5</td><td>198.7</td><td>57.2</td></tr><tr><td>Communication Arts</td><td>07</td><td>2001</td><td>147.0</td><td>202.0</td><td>55.0</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Communication Arts</td><td>11</td><td>1999</td><td>123.2</td><td>187.8</td><td>64.6</td></tr><tr><td>Communication Arts</td><td>11</td><td>2000</td><td>124.8</td><td>188.0</td><td>63.2</td></tr><tr><td>Communication Arts</td><td>11</td><td>2001</td><td>133.5</td><td>192.3</td><td>58.8</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Mathematics</td><td>04</td><td>1998</td><td>171.0</td><td>209.2</td><td>38.2</td></tr><tr><td>Mathematics</td><td>04</td><td>1999</td><td>175.3</td><td>213.8</td><td>38.5</td></tr><tr><td>Mathematics</td><td>04</td><td>2000</td><td>179.9</td><td>214.7</td><td>34.8</td></tr><tr><td>Mathematics</td><td>04</td><td>2001</td><td>183.5</td><td>216.4</td><td>32.9</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Mathematics</td><td>08</td><td>1998</td><td>120.6</td><td>169.9</td><td>49.3</td></tr><tr><td>Mathematics</td><td>08</td><td>1999</td><td>122.6</td><td>169.9</td><td>47.3</td></tr><tr><td>Mathematics</td><td>08</td><td>2000</td><td>124.9</td><td>174.0</td><td>49.1</td></tr><tr><td>Mathematics</td><td>08</td><td>2001</td><td>130.1</td><td>177.0</td><td>46.9</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Mathematics</td><td>10</td><td>1998</td><td>113.9</td><td>159.4</td><td>45.5</td></tr><tr><td>Mathematics</td><td>10</td><td>1999</td><td>116.4</td><td>164.8</td><td>48.4</td></tr><tr><td>Mathematics</td><td>10</td><td>2000</td><td>118.0</td><td>167.0</td><td>49.0</td></tr><tr><td>Mathematics</td><td>10</td><td>2001</td><td>125.2</td><td>172.0</td><td>46.8</td></tr></table>	Content Area	Grade Level	Year	Index for IEP Students	Index for Non-IEP Students	Gap	Communication Arts	03	1999	162.5	199.0	36.5	Communication Arts	03	2000	167.0	201.9	34.9	Communication Arts	03	2001	173.8	202.1	28.3							Communication Arts	07	1999	135.3	196.4	61.1	Communication Arts	07	2000	141.5	198.7	57.2	Communication Arts	07	2001	147.0	202.0	55.0							Communication Arts	11	1999	123.2	187.8	64.6	Communication Arts	11	2000	124.8	188.0	63.2	Communication Arts	11	2001	133.5	192.3	58.8							Mathematics	04	1998	171.0	209.2	38.2	Mathematics	04	1999	175.3	213.8	38.5	Mathematics	04	2000	179.9	214.7	34.8	Mathematics	04	2001	183.5	216.4	32.9							Mathematics	08	1998	120.6	169.9	49.3	Mathematics	08	1999	122.6	169.9	47.3	Mathematics	08	2000	124.9	174.0	49.1	Mathematics	08	2001	130.1	177.0	46.9							Mathematics	10	1998	113.9	159.4	45.5	Mathematics	10	1999	116.4	164.8	48.4	Mathematics	10	2000	118.0	167.0	49.0	Mathematics	10	2001	125.2	172.0	46.8
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SUMMARIZE THE CURRENT STATUS AND STRENGTHS FOR THIS QUESTION

BF.5.2*: Concluded

MAP Performance for Disabled and Non-Disabled Students (Concluded)

Content Area	Grade Level	Year	Index for IEP Students	Index for Non-IEP Students	Gap
Science	03	1999	182.6	209.2	26.6
Science	03	2000	190.5	219.4	28.9
Science	03	2001	195.6	220.2	24.6
Science	07	1999	128.9	173.5	44.6
Science	07	2000	132.8	175.1	42.3
Science	07	2001	137.0	173.0	36.0
Science	10	1999	129.6	171.9	42.3
Science	10	2000	128.3	170.2	41.9
Science	10	2001	136.3	176.6	40.3
Social Studies	04	2000	170.5	211.0	40.5
Social Studies	04	2001	184.9	216.1	31.2
Social Studies	08	2000	145.4	212.3	66.9
Social Studies	08	2001	152.0	212.6	60.6
Social Studies	11	2000	125.6	181.5	55.9
Social Studies	11	2001	137.6	188.4	50.8

Note: The Index is a weighted average of student performance across the five performance levels of the Missouri Assessment Program (MAP). The Index ranges from 100, signifying that all students are in the lowest performance level, to 300, signifying that all students are in the highest performance level.

Committee Conclusions:

The data suggests that the performance gap between disabled and non-disabled students is decreasing for all subjects and grade levels. In general, the gap is decreasing more at the elementary level than at the middle and high school levels.

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<p>BF.5.3*: Do children with disabilities participate in alternate assessments at a rate comparable to national data?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> Missouri Assessment Program-Alternate (MAP-A) data Monitoring data <p>Related CSPD:</p> <ul style="list-style-type: none"> Issues in Education Technical Assistance Bulletin MAP-Alternate Teaching Resource Guide 	<p>Data Summary:</p> <p style="text-align: center;">MAP-Alternate Participation and Eligibility 2000-2001 School Year</p> <table border="1" data-bbox="921 365 1650 540"> <tr> <td>MAP-Alternate Portfolios*</td><td>536</td></tr> <tr> <td>MAP-Alternate Eligible Students**</td><td>1,538</td></tr> <tr> <td>Public School January Membership</td><td>876,414</td></tr> <tr> <td>Percent Eligible to Participate (Eligible Students / January Membership)</td><td>0.2%</td></tr> </table> <p>* Actual number of portfolios submitted</p> <p>** Number of students eligible to submit a MAP-A portfolio during that year or during other years, however if a student did not meet eligibility requirements (ie. age) for that year, a portfolio would not be submitted.</p> <p style="text-align: center;">Monitoring Data</p> <p>FY2002 Monitoring Standard State and District-wide Assessment-6 – Percentage participating in alternate assessments at each grade level is no greater than 1-2 percent of the student population at that grade level: not monitored in FY02</p> <p>Committee Conclusion:</p> <p>Missouri's MAP-Alternate was first available for the 2000-2001 school year. Local educational agencies (LEAs) were to report students who had been determined eligible for the alternate exam even if the students would not be participating in the alternate exam during that school year. Based on this reporting it would appear that less than one half of one percent of the student population was eligible to participate in the alternate exam. This percentage is much lower than the standard of one to two percent of the student population. In addition to the eligible numbers being low, the actual number of MAP-Alternate portfolios was also very low.</p> <p>Final numbers are not yet available for the 2001-2002 school year, but the number of MAP-Alternate portfolios submitted increased by over fifty percent from last year. Increased technical assistance to districts along with monitoring which will begin to look at the MAP-Alternate participation should improve both the reporting of eligible students as well as the number of portfolios actually submitted.</p>	MAP-Alternate Portfolios*	536	MAP-Alternate Eligible Students**	1,538	Public School January Membership	876,414	Percent Eligible to Participate (Eligible Students / January Membership)	0.2%
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Component BF.6*: To the maximum extent appropriate, are children with disabilities educated, including participation in nonacademic and extracurricular activities, with non-disabled peers?

Overview Answer: Placement data is showing an increase in placements in regular settings. Focus group data shows that students with disabilities are involved in nonacademic and extracurricular activities.
Strengths: The students in the focus groups reported that nonacademic and extracurricular activities were available to them and many took advantage of the opportunities. Those who did not participate said it was their choice not to participate. In one location, the resource teachers reported that they felt that students with disabilities, like students without disabilities, were sometimes reluctant to participate in extracurricular activities even though they were welcome and the activities were open to them. To counteract that reluctance, the teachers made it a point to get all their students involved in various committees and activities according to the students' interests. Once the students got involved in one activity, they were more apt to get involved in other activities. At this location, all the students in the focus group were on the prom committee and all were excited about attending the prom.
Areas of Concern: African-American students appear to be over-represented in self-contained settings.
Other Comments: Data is needed about individualized education program (IEP) team consideration of participation in extracurricular and nonacademic activities for each student's IEP. Missouri does not collect data related to participation in nonacademic and extracurricular activities of any student populations.

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<p>BF.6.1*: Is the percentage of children with disabilities in each disability category, served along each point of the continuum, comparable to national data?</p> <p>Data Sources:</p> <ul style="list-style-type: none">• Annual Report to Congress• Monitoring data	<p>Data Summary:</p> <p style="text-align: center;">Percent of Children Age 6-21 Served in Different Educational Environments under IDEA, Part B During the 1999-2000 School Year</p> <table><tr><th></th><th></th><th>Outside Regular Class <21%</th><th>Outside Regular Class 21-60%</th><th>Outside Regular Class >60%</th></tr><tr><td>All Disabilities</td><td>MO</td><td>51.93</td><td>31.62</td><td>13.14</td></tr><tr><td>All Disabilities</td><td>US</td><td>47.32</td><td>28.32</td><td>20.29</td></tr><tr><td>Specific Learning Disabilities</td><td>MO</td><td>51.38</td><td>40.81</td><td>7.21</td></tr><tr><td>Specific Learning Disabilities</td><td>US</td><td>45.32</td><td>37.85</td><td>15.78</td></tr><tr><td>Speech or Language Impairments</td><td>MO</td><td>84.99</td><td>12.45</td><td>2.39</td></tr><tr><td>Speech or Language Impairments</td><td>US</td><td>87.47</td><td>6.75</td><td>5.27</td></tr><tr><td>Mental Retardation</td><td>MO</td><td>5.92</td><td>28.05</td><td>51.61</td></tr><tr><td>Mental Retardation</td><td>US</td><td>14.05</td><td>29.48</td><td>50.50</td></tr><tr><td>Emotional Disturbance</td><td>MO</td><td>34.78</td><td>29.26</td><td>25.91</td></tr><tr><td>Emotional Disturbance</td><td>US</td><td>25.78</td><td>23.42</td><td>32.80</td></tr><tr><td>Multiple Disabilities</td><td>MO</td><td>9.78</td><td>17.51</td><td>46.74</td></tr><tr><td>Multiple Disabilities</td><td>US</td><td>11.19</td><td>18.70</td><td>43.07</td></tr><tr><td>Hearing Impairments</td><td>MO</td><td>41.28</td><td>25.56</td><td>15.89</td></tr><tr><td>Hearing Impairments</td><td>US</td><td>40.33</td><td>19.31</td><td>24.50</td></tr><tr><td>Orthopedic Impairments</td><td>MO</td><td>43.18</td><td>25.07</td><td>17.97</td></tr><tr><td>Orthopedic Impairments</td><td>US</td><td>44.35</td><td>21.93</td><td>27.72</td></tr><tr><td>Other Health Impairments</td><td>MO</td><td>55.59</td><td>31.52</td><td>10.69</td></tr><tr><td>Other Health Impairments</td><td>US</td><td>44.91</td><td>33.22</td><td>17.24</td></tr><tr><td>Visual Impairments</td><td>MO</td><td>51.45</td><td>16.18</td><td>5.56</td></tr><tr><td>Visual Impairments</td><td>US</td><td>49.10</td><td>19.50</td><td>17.69</td></tr></table>			Outside Regular Class <21%	Outside Regular Class 21-60%	Outside Regular Class >60%	All Disabilities	MO	51.93	31.62	13.14	All Disabilities	US	47.32	28.32	20.29	Specific Learning Disabilities	MO	51.38	40.81	7.21	Specific Learning Disabilities	US	45.32	37.85	15.78	Speech or Language Impairments	MO	84.99	12.45	2.39	Speech or Language Impairments	US	87.47	6.75	5.27	Mental Retardation	MO	5.92	28.05	51.61	Mental Retardation	US	14.05	29.48	50.50	Emotional Disturbance	MO	34.78	29.26	25.91	Emotional Disturbance	US	25.78	23.42	32.80	Multiple Disabilities	MO	9.78	17.51	46.74	Multiple Disabilities	US	11.19	18.70	43.07	Hearing Impairments	MO	41.28	25.56	15.89	Hearing Impairments	US	40.33	19.31	24.50	Orthopedic Impairments	MO	43.18	25.07	17.97	Orthopedic Impairments	US	44.35	21.93	27.72	Other Health Impairments	MO	55.59	31.52	10.69	Other Health Impairments	US	44.91	33.22	17.24	Visual Impairments	MO	51.45	16.18	5.56	Visual Impairments	US	49.10	19.50	17.69
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BF.6.1*: Concluded	<p style="text-align: center;">Percent of Children Age 6-21 Served in Different Educational Environments under IDEA, Part B During the 1999-2000 School Year (Concluded)</p> <table><tr><th></th><th></th><th>Outside Regular Class <21%</th><th>Outside Regular Class 21-60%</th><th>Outside Regular Class >60%</th></tr><tr><td>Autism</td><td>MO</td><td>27.41</td><td>21.45</td><td>41.88</td></tr><tr><td>Autism</td><td>US</td><td>20.64</td><td>14.45</td><td>49.91</td></tr><tr><td>Deaf-Blindness</td><td>MO</td><td>11.63</td><td>4.65</td><td>60.47</td></tr><tr><td>Deaf-Blindness</td><td>US</td><td>14.86</td><td>10.17</td><td>39.37</td></tr><tr><td>Traumatic Brain Injury</td><td>MO</td><td>35.64</td><td>32.34</td><td>25.08</td></tr><tr><td>Traumatic Brain Injury</td><td>US</td><td>31.06</td><td>26.61</td><td>31.60</td></tr><tr><td>Developmental Delay</td><td>MO</td><td>-</td><td>-</td><td>-</td></tr><tr><td>Developmental Delay</td><td>US</td><td>44.31</td><td>29.92</td><td>24.40</td></tr></table> <p>Source: Table AB2, http://www.ideadata.org/tables24th/ar_ab2.htm</p> <p style="text-align: center;">Monitoring Data</p> <p>FY2002 Monitoring Standard Least Restrictive Environment-3 – The percentage of children with disabilities in each disability category, served at each point of the continuum, is comparable to statewide data: not monitored in FY02</p> <p>Committee Conclusions:</p> <p>For many of the disability categories, Missouri’s percent of students in regular education classrooms is significantly higher than the national percent. Mental Retardation and Deaf-Blindness are low in the regular education setting (outside the regular classroom < 21%) as defined by a “P – 20% of P” criteria. Deaf-Blindness is high in the self-contained setting (outside the regular classroom > 60%) as defined by a “P + 20% of P” criteria. Several disability categories show over-representation in the Public Separate Facilities (Mental Retardation, Multiple Disabilities, Hearing Impairment, Orthopedic Impairment, Visual Impairment, Deaf/Blind and Traumatic Brain Injury) and Home/Hospital Environment (Specific Learning Disabilities, Mental Retardation, Orthopedic Impairment and Autism).</p>			Outside Regular Class <21%	Outside Regular Class 21-60%	Outside Regular Class >60%	Autism	MO	27.41	21.45	41.88	Autism	US	20.64	14.45	49.91	Deaf-Blindness	MO	11.63	4.65	60.47	Deaf-Blindness	US	14.86	10.17	39.37	Traumatic Brain Injury	MO	35.64	32.34	25.08	Traumatic Brain Injury	US	31.06	26.61	31.60	Developmental Delay	MO	-	-	-	Developmental Delay	US	44.31	29.92	24.40
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LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED

SUMMARIZE THE CURRENT STATUS AND STRENGTHS FOR THIS QUESTION

BF.6.2*: Is the percentage of children with disabilities, by race/ethnicity, receiving special education comparable to the percentage of children, by race/ethnicity, in the general population?

Data Sources:

- State 618 data
- Total public school enrollment

Related CSPD:

- Access to the General Education Curriculum – Problem Solving for General Education Intervention
- English Language Learners (ELL) with Special Needs
- Quality Eligibility Decisions

Data Summary:

Special Education and Total Enrollment by Race

2001-2002 School Year

	Number of Students in Special Education	Proportion of Special Education Enrollment	Total Number of Students	Proportion of Total Enrollment
White	102,849	77.6%	703,886	79.0%
Black	27,068	20.4%	155,804	17.5%
Hispanic	1,712	1.3%	17,845	2.0%
Asian	567	0.4%	10,855	1.2%
Indian	321	0.2%	2,883	0.3%
Total	132,517	100.0%	891,273	100.0%

NOTE: Percentages in italics (right) indicate under-representation according to the "P - 20% of P" criteria.

Placement by Race

2001-2002 School Year

	White	Black	Hispanic	Asian	Indian	Total
Regular (<21%)	81.4%	16.8%	1.2%	0.5%	0.2%	100.0%
Resource (21% - 60%)	79.4%	18.5%	1.5%	0.3%	0.3%	100.0%
Self-Contained (>60%)	60.1%	37.9%	1.3%	0.5%	0.3%	100.0%
State Operated Schools	72.1%	25.2%	1.7%	0.8%	0.2%	100.0%
Separate Private	55.2%	42.8%	1.3%	0.7%	0.0%	100.0%
Separate Public	57.7%	40.1%	1.1%	0.9%	0.3%	100.0%
Homebound/Hospital	77.5%	21.3%	0.6%	0.2%	0.4%	100.0%
Residential Private	85.1%	12.8%	2.1%	0.0%	0.0%	100.0%
Residential Public	73.3%	24.4%	2.3%	0.0%	0.0%	100.0%
Total Student Population	79.0%	17.5%	2.0%	1.2%	0.3%	100.0%

NOTE: Percentages in bold (left) indicate over-representation according to the "P + 20% of P" criteria. Percentages in italics (right) indicate an under-representation according to "P - 20% of P" criteria.

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND STRENGTHS FOR THIS QUESTION
<p>BF.6.2*: Concluded</p>	<p>Committee Conclusions: Based on a “P +/- 20% of P” criteria as used in the Biennial Performance Report to the Office of Special Education Programs (OSEP), Missouri is not seeing over-representation of any racial/ethnic groups in our total special education numbers, however, when the data is disaggregated by placement, several areas of disproportionality are seen. The most significant area of over-representation is for African American students in self-contained settings. These results are consistent with the two previous years’ data.</p> <p>At this time, the Division of Special Education (DESE) is working to determine the best way to address this issue. Disproportionality is now looked at as a part of the Monitoring Screening process and districts that appear to have issues with disproportionality will be more likely to receive an on-site monitoring visit. During the Spring of 2003, the division will conduct workshops for school districts that will present information on the use of data and compliance information in the management of the special education process in order to impact outcome for students with disabilities. An analysis of disproportionality data will be one of the topics covered.</p>

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND STRENGTHS FOR THIS QUESTION																											
<p>BF.6.3*: Is the percentage of preschool children with disabilities served in settings designed for non-disabled children, comparable to national data?</p> <p>Data Sources:</p> <ul style="list-style-type: none">• State 618 data• Annual Report to Congress <p>Related CSPD:</p> <ul style="list-style-type: none">• Access to the General Education Curriculum• Accommodation and Modification for Classroom Instruction and Assessment (Manual)• Autism – Project Access• ECSE Practices Manual• ECSE Show Me How Technical Assistance Bulletins• Heads Up Reading• Learning to Develop Measurable Goals, Objectives and Benchmarks• Parents as Teachers: Supporting Families of Children with Special Needs Guide and Training• Perspectives on Emotional and Behavioral Disorders• Practical Parenting Partnerships• Quality Eligibility Decisions	<p>Data Summary:</p> <p>Percentage of Children Ages 3-5 (including kindergarten students) Served in Different Educational Environments Under IDEA, Part B During the 1999-2000 School Year</p> <table><tr><th></th><th>Missouri</th><th>50 States and PR*</th></tr><tr><td>Early Childhood Setting</td><td>43.47</td><td>36.14</td></tr><tr><td>Early Childhood Special Ed Setting</td><td>36.90</td><td>34.01</td></tr><tr><td>Home</td><td>3.39</td><td>3.64</td></tr><tr><td>Part-time Early Childhood/ Part-time Spec Ed Setting</td><td>1.08</td><td>12.86</td></tr><tr><td>Residential Facility</td><td>0.02</td><td>0.14</td></tr><tr><td>Separate School</td><td>4.39</td><td>4.39</td></tr><tr><td>Itinerant Services Outside Home</td><td>10.76</td><td>7.13</td></tr><tr><td>Reverse Mainstream</td><td>-</td><td>1.69</td></tr></table> <p>* Excludes Texas and the District of Columbia</p> <p>Source: Table AB1, http://www.ideadata.org/tables24th/ar_ab1.htm</p> <p>Committee Conclusions:</p> <p>Additional data is needed to address this indicator, however the table above shows that Missouri’s percentage in Early Childhood Settings is higher than the national percentage.</p>		Missouri	50 States and PR*	Early Childhood Setting	43.47	36.14	Early Childhood Special Ed Setting	36.90	34.01	Home	3.39	3.64	Part-time Early Childhood/ Part-time Spec Ed Setting	1.08	12.86	Residential Facility	0.02	0.14	Separate School	4.39	4.39	Itinerant Services Outside Home	10.76	7.13	Reverse Mainstream	-	1.69
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CLUSTER: SECONDARY TRANSITION

OBJECTIVE: All youth with disabilities, beginning at fourteen and younger, when appropriate, receive individualized, coordinated transition services, designed within an outcome-oriented process, which promotes movement from school to post-school activities.

RELATED MISSOURI PERFORMANCE GOAL(s):

The percentage of students with disabilities graduating with a regular diploma will increase.

The percentage of students with disabilities that drop out of school will decrease.

The percentage of students with disabilities participating in vocational preparation programs is consistent with the percentage of participation in the general population of students.

The percentage of students with disabilities employed or enrolled in continuing education six months **post vocational training** will increase or be maintained at a high level.

The percentage of students with disabilities employed or enrolled in continuing education six months **post graduation** will increase or be maintained at a high level.

Notes:

- Components and indicators marked with an “*” are included in Cluster Lite.
- Related professional development is listed under the indicators. For descriptions of the professional development, please refer to the Comprehensive System of Professional Development section.
- General notes about the data analyzed in this report can be found in the Data Explanations section.

COMPONENT BT.1*: After exiting school, are youth with disabilities prepared for employment, post-secondary education and/or independent living?

Overview Answer: In general, the statewide graduation rate has been increasing, the dropout rate has been decreasing and just under 90 percent of the students with disabilities who graduated are employed or in post-secondary education. There has been an increase in the number of students with disabilities being served by the Centers for Independent Living. All this suggests that, in general, youth with disabilities are prepared for life after high school, however, a significant amount of work remains to be done in this area.

Strengths: Five of eight of Missouri's performance goals for children with disabilities deal with secondary transition. Goals address increasing the graduation rate and decreasing the dropout rate as well as making vocational programs available to students with disabilities in order to better prepare them for life after high school. Secondary transition is an important focus and there have been advances in transition services in Missouri. Among the efforts which led to these advances are a Department of Elementary and Secondary Education (DESE) developed individualized education program (IEP) model, the A+ program, the Vocational Rehabilitation Cooperative (VR COOP) program, Missouri Transition Alliance Partnership (MOTAP) project, Vocational Rehabilitation/Special Education joint professional development training, improved monitoring processes, establishment of standards and increased awareness of the transition process. Related Comprehensive System of Personnel Development (CSPD) activities are listed for each indicator. From these lists, it is evident that professional development is readily available for educators in Missouri.

The junior and senior high school students with disabilities who participated in the eight focus groups reported that they felt they had been very well prepared for life beyond school. Those who wanted to go on to post-secondary education had support in determining the two-year or four-year colleges that would meet their needs and they said they felt prepared to move on. Those who wanted to work had a variety of support within their schools: hands-on opportunities to experience the type of work they thought they were interested in were available, contacts with potential employers were available, and in some cases, students were able to have mentors as they began to work a limited number of hours with potential employers. The students were enthusiastic about the high school teachers and counselors who had provided encouragement and support for them. They considered the teachers and counselors friends and planned to report back to them on their progress. In one case, a boy was just eager to graduate so he could work full time and earn more money. He just wanted to get his classes out of the way but he realized a diploma was important so he was staying in school to graduate. The students were very enthusiastic and were quite willing to share their challenges and their successes as well as their plans for the future.

Areas of Concern: While statewide data shows improvement in graduation and dropout rates, many individual districts are not showing improvement. There is concern about the lack of data on Independent Living services available and how students are accessing those services. There is limited data available on referrals to Vocational Rehabilitation, and the number of VR COOP participants that graduated and are employed. The Division of Special Education and Vocational Rehabilitation are in the process of coordinating databases so that this data can be collected.

Other Comments: In the future, professional development related to secondary transition will be available on-line to provide greater access to the information. Decisions regarding the need for various types of professional development will be data driven. The Division needs to determine the impact of professional development at the local level.

Improvement strategies recommended by the committee include:

- Secondary and post-secondary institutions should work together to determine the best transition services for students with disabilities who enter two and/or four-year colleges and universities
- Strategies should be employed to educate students with disabilities to advocate for transition services in the post-school setting (e.g., work, post-secondary education, etc.)
- Increased cross-training between outside agencies and school district staff in the area of transition
- Districts should investigate ways to involve more businesses in the transition process by building better business partnerships to assure that schools, parents, students and employers are aware of employment opportunities and the potential of students with disabilities.

Note: Data for the indicators compares students with disabilities to all students rather than to non-disabled students. Data is collected in such a way that calculating rates for non-disabled students would be prone to error.

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION																								
<p>BT.1.1*: Is the rate of youth with disabilities graduating with a regular diploma comparable to that of youth without disabilities?</p> <p>Data Sources:</p> <ul style="list-style-type: none">Dropout and graduation data <p>Related CSPD:</p> <ul style="list-style-type: none">Access to the General Education CurriculumAccommodation and Modification for Classroom Instruction and Assessment (Manual)EduequityIssues in Education Technical Assistance BulletinMissouri Math InitiativeMissouri Transition Alliance Project (MOTAP)Network for High Schools with ResultsPositive Behavioral SupportsPriority SchoolsSecondary Transition	<p>Data Summary:</p> <table><tr><th colspan="4">Graduation Rate Summary</th></tr><tr><th></th><th colspan="2">Students with Disabilities*</th><th>All Students</th></tr><tr><th>Year</th><th>Number of Graduates</th><th>Graduation Rate</th><th>Graduation Rate</th></tr><tr><td>2000-2001</td><td>4,605</td><td>59.5%</td><td>81.4%</td></tr><tr><td>1999-2000</td><td>4,451</td><td>53.4%</td><td>80.3%</td></tr><tr><td>1998-1999</td><td>3,966</td><td>53.1%</td><td>78.5%</td></tr></table> <p>*Excludes Department of Corrections (DOC), Division of Youth Services (DYS), Missouri School for the Blind (MSB), Missouri School for the Deaf (MSD) and State Schools for the Severely Handicapped (SSSH)</p> <p>Notes: “All Student” data from the Department of Elementary and Secondary Education (DESE) web site. Graduation rate formula: Graduates / (9-12 Cohort Dropouts + Graduates). “Students with Disabilities” data from Screen 12 of Core Data as of June 5, 2002. Graduation rate formula: Graduates with a diploma / (Graduates with a diploma + Dropouts).</p> <p>Committee Conclusions:</p> <p>The graduation rates of students with disabilities are significantly lower than that of all students for each of the reported years, however the gap decreased for the 2000-2001 school year. The Department of Elementary and Secondary Education’s (DESE’s) current system of collecting data makes it difficult to compare children with disabilities with non-disabled children. Data for all students includes students with disabilities in the totals.</p>	Graduation Rate Summary					Students with Disabilities*		All Students	Year	Number of Graduates	Graduation Rate	Graduation Rate	2000-2001	4,605	59.5%	81.4%	1999-2000	4,451	53.4%	80.3%	1998-1999	3,966	53.1%	78.5%
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LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION
<p>BT.1.2: Is the rate of youth with disabilities graduating with a regular diploma increasing annually?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Dropout and graduation data • Monitoring data <p>Related CSPD:</p> <ul style="list-style-type: none"> • Access to the General Education Curriculum • Accommodation and Modification for Classroom Instruction and Assessment (Manual) • Eduequity • Issues in Education Technical Assistance Bulletin • Missouri Math Initiative • Missouri Transition Alliance Project (MOTAP) • Network for High Schools with Results • Positive Behavioral Supports • Priority Schools • Secondary Transition 	<p>Data Summary: Graduation Data – See BT.1.1</p> <p style="text-align: center;">Monitoring Data</p> <p>FY2002 Monitoring Standard Secondary Transition-3 – The percentage of students with disabilities graduating with a regular diploma will increase: 19 of 87, 21.84 percent of agencies noncompliant</p> <p>Committee Conclusions: The statewide graduation rate of students with disabilities has increased annually for the last three years, however over 20 percent of districts monitored for this standard in FY2002 were found to have not met the standard.</p>

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION																								
<p>BT.1.3*: Is the dropout rate for youth with disabilities comparable to that for youth without disabilities?</p> <p>Data Sources:</p> <ul style="list-style-type: none">Dropout and graduation dataMonitoring data <p>Related CSPD:</p> <ul style="list-style-type: none">Access to the General Education CurriculumAccommodation and Modification for Classroom Instruction and Assessment (Manual)Issues in Education Technical Assistance BulletinMissouri Math InitiativeMissouri Transition Alliance Project (MOTAP)Network for High Schools with ResultsPositive Behavioral SupportsPriority SchoolsSecondary Transition	<p>Data Summary:</p> <table><tr><th colspan="4">Dropout Rate Summary</th></tr><tr><th></th><th colspan="2">Students with Disabilities*</th><th>All Students</th></tr><tr><th>Year</th><th>Number of Dropouts</th><th>Dropout Rate</th><th>Dropout Rate</th></tr><tr><td>2000-2001</td><td>3,138</td><td>7.6%</td><td>4.5%</td></tr><tr><td>1999-2000</td><td>3,880</td><td>9.6%</td><td>4.3%</td></tr><tr><td>1998-1999</td><td>3,504</td><td>9.1%</td><td>4.7%</td></tr></table> <p>* Excludes Department of Corrections (DOC), Division of Youth Services (DYS), Missouri School for the Blind (MSB), Missouri School for the Deaf (MSD) and State Schools for the Severely Handicapped (SSSH)</p> <p>Notes: “All Student” data from Department of Elementary and Secondary Education (DESE) web site. Dropout Rate formula: 9-12 Dropouts / 9-12 Average Enrollment. “Students with Disabilities” data from Screen 12 of Core Data as of 6/5/02. Dropout Rate formula: Dropouts / Child Count (14-22 years). “Dropouts” for students with disabilities include students who received a certificate; reached maximum age; moved, and are not known to be continuing; and dropped out.</p> <p>Monitoring Data</p> <p>FY2002 Monitoring Standard Dropouts-1 – Dropout rates for children with disabilities decrease and are no higher than those of children without disabilities: 35 of 89, 39.33 percent of agencies noncompliant</p> <p>Committee Conclusions:</p> <p>The dropout rate of youth with disabilities is significantly higher that of all students for each of the last three years, however the gap decreased significantly in the 2000-2001 school year. DESE's current system of collecting data makes it difficult to compare children with disabilities with non-disabled children. Data for all students includes students with disabilities.</p>	Dropout Rate Summary					Students with Disabilities*		All Students	Year	Number of Dropouts	Dropout Rate	Dropout Rate	2000-2001	3,138	7.6%	4.5%	1999-2000	3,880	9.6%	4.3%	1998-1999	3,504	9.1%	4.7%
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<p>BT.1.4: Is the dropout rate of youth with disabilities decreasing annually?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Dropout and graduation data • Monitoring data <p>Related CSPD:</p> <ul style="list-style-type: none"> • Access to the General Education Curriculum • Accommodation and Modification for Classroom Instruction and Assessment (Manual) • Issues in Education Technical Assistance Bulletin • Missouri Math Initiative • Missouri Transition Alliance Project (MOTAP) • Network for High Schools with Results • Positive Behavioral Supports • Priority Schools • Secondary Transition 	<p>Data Summary: See BT.1.3</p> <p>Committee Conclusions: The dropout rate of students with disabilities decreased from 9.1 percent in the 1998-1999 school year to 7.6 percent in the 2000-2001 school year. While there was an increase in the middle year, the data shows an overall decrease in the dropout rates for students with disabilities. While statewide rates are decreasing, monitoring data indicates that nearly forty percent of districts have dropout rates that are not decreasing.</p>

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION																																																															
<p>BT.1.5*: Is the percentage of youth with disabilities participating in post-school activities (e.g., employment, education, etc.) comparable to that of non-disabled students?</p> <p>Data Sources:</p> <ul style="list-style-type: none">Graduate follow-up data <p>Related CSPD:</p> <ul style="list-style-type: none">Access to the General Education CurriculumMissouri Transition Alliance Project (MOTAP)Network for High Schools with ResultsPositive Behavioral SupportsSecondary Transition	<p>Data Summary:</p> <p style="text-align: center;">Follow-up on Previous Years' Graduates (Six-month Follow-up)</p> <table><tr><th></th><th colspan="2">1999 Graduates</th><th colspan="2">2000 Graduates</th><th colspan="2">2001 Graduates</th></tr><tr><th></th><th>All</th><th>Disabled</th><th>All</th><th>Disabled</th><th>All</th><th>Disabled</th></tr><tr><td>2-Year College</td><td>22.7%</td><td>18.2%</td><td>23.1%</td><td>20.6%</td><td>24.7%</td><td>23.6%</td></tr><tr><td>4-Year College</td><td>39.6%</td><td>8.5%</td><td>40.0%</td><td>12.0%</td><td>40.0%</td><td>12.6%</td></tr><tr><td>Employed *</td><td>24.4%</td><td>51.7%</td><td>22.7%</td><td>46.2%</td><td>21.5%</td><td>41.7%</td></tr><tr><td>Military</td><td>3.3%</td><td>3.7%</td><td>3.7%</td><td>3.2%</td><td>3.7%</td><td>2.9%</td></tr><tr><td>Non-college</td><td>3.9%</td><td>6.1%</td><td>4.2%</td><td>7.1%</td><td>4.1%</td><td>6.9%</td></tr><tr><td>Other</td><td>6.0%</td><td>11.8%</td><td>6.4%</td><td>10.9%</td><td>6.0%</td><td>12.4%</td></tr><tr><td>Total Employed or Continuing Education</td><td>94.0%</td><td>88.2%</td><td>93.6%</td><td>89.1%</td><td>94.0%</td><td>87.6%</td></tr></table> <p>Note: Percents use the total follow-up reported, not the total number of graduates, as the denominator. * Includes Sheltered Workshops</p> <p>Committee Conclusions:</p> <p>The percentage of all graduates who are employed or continuing education has been about 94 percent for the past three years. The percentage for graduates with disabilities is approximately 6 percent lower. A higher percentage of students with disabilities are employed whereas a larger percentage of all students are continuing their education. A concern with this data is that follow-up information is not being reported for all graduates with disabilities, however reporting has been increasing. Future follow-up data collections will include a category titled “Unable to Locate” which will enable school districts to account for all of their graduates.</p>		1999 Graduates		2000 Graduates		2001 Graduates			All	Disabled	All	Disabled	All	Disabled	2-Year College	22.7%	18.2%	23.1%	20.6%	24.7%	23.6%	4-Year College	39.6%	8.5%	40.0%	12.0%	40.0%	12.6%	Employed *	24.4%	51.7%	22.7%	46.2%	21.5%	41.7%	Military	3.3%	3.7%	3.7%	3.2%	3.7%	2.9%	Non-college	3.9%	6.1%	4.2%	7.1%	4.1%	6.9%	Other	6.0%	11.8%	6.4%	10.9%	6.0%	12.4%	Total Employed or Continuing Education	94.0%	88.2%	93.6%	89.1%	94.0%	87.6%
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<p>BT.1.6: Does the percentage of youth with disabilities participating in post-school activities (e.g., employment, education, etc.) increase annually?</p> <p>Data Sources:</p> <ul style="list-style-type: none">Graduate follow-up dataPost-vocational training follow-up dataMonitoring data <p>Related CSPD:</p> <ul style="list-style-type: none">Access to the General Education CurriculumMissouri Transition Alliance Project (MOTAP)Secondary Transition	<p>Data Summary: Graduate follow-up data – see BT.1.5</p> <table><tr><th colspan="5">Post-Vocational Training Follow-up for Students with Disabilities</th></tr><tr><th></th><th colspan="2">1999 Graduates Follow-Up</th><th colspan="2">2000 Graduates Follow-Up</th></tr><tr><th></th><th>#</th><th>%</th><th>#</th><th>%</th></tr><tr><td>Employed Related to Vocational Training</td><td>657</td><td>38.7%</td><td>716</td><td>36.6%</td></tr><tr><td>Employed Not Related to Vocational Training</td><td>415</td><td>24.4%</td><td>443</td><td>22.7%</td></tr><tr><td>Continuing Education Related to Vocational Training</td><td>294</td><td>17.3%</td><td>415</td><td>21.2%</td></tr><tr><td>Continuing Education Not Related to Vocational Training</td><td>135</td><td>7.9%</td><td>139</td><td>7.1%</td></tr><tr><td>Military Related to Vocational Training</td><td>30</td><td>1.8%</td><td>26</td><td>1.3%</td></tr><tr><td>Military Not Related to Vocational Training</td><td>17</td><td>1.0%</td><td>22</td><td>1.1%</td></tr><tr><td>Not Employed to Vocational Training</td><td>84</td><td>4.9%</td><td>101</td><td>5.2%</td></tr><tr><td>Not Available for Placement</td><td>31</td><td>1.8%</td><td>48</td><td>2.5%</td></tr><tr><td>Status Unknown</td><td>36</td><td>2.1%</td><td>45</td><td>2.3%</td></tr><tr><td>Total</td><td>1,699</td><td>100.0%</td><td>1,955</td><td>100.0%</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Percent Employed or Continuing Education</td><td></td><td>91.1%</td><td></td><td>90.1%</td></tr></table> <p>Monitoring Data</p> <p>FY2002 Monitoring Standard Secondary Transition-1 – The district identifies and makes available a variety of appropriate community work opportunities for children with disabilities: 1 of 88, 1.14 percent of agencies noncompliant</p> <p>FY2002 Monitoring Standard Secondary Transition-2 – The percentage of students with disabilities employed or enrolled in continuing education six months post graduation will increase or be maintained at a high level: 20 of 69, 28.99 percent of agencies noncompliant</p> <p>FY2002 Monitoring Standard Secondary Transition-12 – The percentage of students with disabilities employed or enrolled in continuing educations six months post vocational training will increase or be maintained at a high level: not monitored in FY02</p>	Post-Vocational Training Follow-up for Students with Disabilities						1999 Graduates Follow-Up		2000 Graduates Follow-Up			#	%	#	%	Employed Related to Vocational Training	657	38.7%	716	36.6%	Employed Not Related to Vocational Training	415	24.4%	443	22.7%	Continuing Education Related to Vocational Training	294	17.3%	415	21.2%	Continuing Education Not Related to Vocational Training	135	7.9%	139	7.1%	Military Related to Vocational Training	30	1.8%	26	1.3%	Military Not Related to Vocational Training	17	1.0%	22	1.1%	Not Employed to Vocational Training	84	4.9%	101	5.2%	Not Available for Placement	31	1.8%	48	2.5%	Status Unknown	36	2.1%	45	2.3%	Total	1,699	100.0%	1,955	100.0%						Percent Employed or Continuing Education		91.1%		90.1%
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BT.1.6: Concluded	Committee Conclusions: In the three years for which data is available the percentage of all graduates with disabilities who are employed or are continuing education has remained constant at about 88 percent. Likewise, about 90 percent of graduates who participated in vocational programs are employed or are continuing education. While the percentages are not generally increasing, they are being maintained close to 90 percent. Monitoring data indicates that districts are making community work opportunities available for youth with disabilities.																				
BT.1.7: Do available linkages to transition service providers outside the SEA increase for youth with disabilities? Data Sources: <ul style="list-style-type: none">Monitoring data Related CSPD: <ul style="list-style-type: none">Missouri Transition Alliance Project (MOTAP)Secondary Transition	Data Summary: <div>Monitoring Data Monitoring Indicator 101860 - Individuals from outside agencies, if appropriate, attended IEP meeting</div> <table><tr><th></th><th># Districts monitored on this standard</th><th># Districts out of compliance (Initial)</th><th># Districts out of compliance Follow-up1</th><th># Districts out of compliance Follow-up2</th></tr><tr><td>FY1999</td><td>81</td><td>12</td><td>1</td><td>0</td></tr><tr><td>FY2000</td><td>94</td><td>10</td><td>0</td><td></td></tr><tr><td>FY2001</td><td>96</td><td>12</td><td>Incomplete</td><td></td></tr></table> FY2002 Monitoring Standard Secondary Transition-9 – The district involves other agencies in transition planning, when appropriate: not monitored in FY02 The Department of Elementary and Secondary Education (DESE) reviews the individualized education program (IEP) to determine if an agency has been identified as an agency that may provide or pay for particular services. If an agency has been identified, DESE reviews documentation that the agency was invited to the IEP meeting. If the agency did not attend the meeting, DESE reviews to determine how the district obtained the agency’s input. Committee Conclusions: Monitoring data indicates that 10 to 15 percent of districts were initially out of compliance on appropriate attendance at the IEP meeting by individuals from outside agencies. Virtually all noncompliant districts were in compliance at their first follow-up. No other data is available on linkages outside the local educational agency (LEA).		# Districts monitored on this standard	# Districts out of compliance (Initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2	FY1999	81	12	1	0	FY2000	94	10	0		FY2001	96	12	Incomplete	
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<p>BT.1.8*: Do children with disabilities, beginning at age fourteen or younger, if appropriate, have individualized education programs (IEPs) that include a statement of transition service needs that focuses on the student’s course of study?</p> <p>Data Sources:</p> <ul style="list-style-type: none">• Monitoring data• Focus group data <p>Related CSPD:</p> <ul style="list-style-type: none">• Leadership Series – Compliance• Missouri Transition Alliance Project (MOTAP)• Network for High Schools with Results• Secondary Transition	<p>Data Summary:</p> <p style="text-align: right;">Monitoring Data</p> <p>FY2002 Monitoring Standard Secondary Transition-5 – Children with disabilities, beginning at age fourteen, have IEPs that focus on a course of study related to transition objectives: 21 of 92, 22.83 percent of agencies noncompliant</p> <p>Monitoring Indicator 101835 – A statement of needed transition services on IEP beginning at age fourteen.</p> <table><tr><td></td><td># Districts monitored on this standard</td><td># Districts out of compliance (Initial)</td><td># Districts out of compliance Follow-up1</td><td># Districts out of compliance Follow-up2</td></tr><tr><td>FY2000</td><td>94</td><td>28</td><td>2</td><td>Incomplete</td></tr><tr><td>FY2001</td><td>96</td><td>33</td><td>Incomplete</td><td></td></tr></table> <p style="text-align: right;">Focus Group Summary</p> <p>The students who participated in the focus groups reported that transition service needs had been included in their IEP discussions beginning at age fourteen. The students reported that the options available to them and the requirements for each of the options had been discussed with them. The juniors and seniors felt they were well prepared for their post secondary choices and they credited their resource teachers with the preparation.</p> <p>Committee Conclusions:</p> <p>DESE did not monitor on this standard during FY99 because school districts were required to incorporate the new regulations under the Individuals with Disabilities Education Act (IDEA) Reauthorization of 1997 beginning in July 1998. Any IEPs reviewed during FY 99 would have been for IEPs developed the previous year before the new regulation took effect. The Department of Elementary and Secondary Education (DESE) determined that they would give school districts an additional year to apply the new regulations to any IEPs developed. Monitoring in FY00 and FY01 found 30 to 35 percent of districts out of compliance. Although there were a significant number of districts found to not be in compliance during the initial review, that number dropped considerably during follow-up review. This indicates that districts took the necessary corrective actions to become in compliance as it pertains to this standard.</p>		# Districts monitored on this standard	# Districts out of compliance (Initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2	FY2000	94	28	2	Incomplete	FY2001	96	33	Incomplete	
	# Districts monitored on this standard	# Districts out of compliance (Initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2												
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<p>BT.1.9: Do available linkages to independent living providers outside the State Education Agency (SEA) increase for youth with disabilities?</p> <p>Data Sources:</p> <ul style="list-style-type: none">Independent Living Services student count obtained from the State Independent Living Centers (SILC)Monitoring data <p>Related CSPD:</p> <ul style="list-style-type: none">Missouri Transition Alliance Project (MOTAP)	<p>Data Summary:</p> <p style="text-align: center;">Number of Students Served by Independent Living Centers</p> <table><tr><th>Age Group</th><th>FY 00</th><th>FY01</th><th>% Change</th></tr><tr><td>0 to 6</td><td>48</td><td>132</td><td>175.0%</td></tr><tr><td>6 to 17</td><td>240</td><td>291</td><td>21.3%</td></tr><tr><td>18 to 22</td><td>274</td><td>401</td><td>46.4%</td></tr><tr><td>Total</td><td>562</td><td>824</td><td>46.6%</td></tr></table> <p style="text-align: center;">Monitoring Data</p> <p>FY 2002 Monitoring Indicator B 106900 – IEP includes a statement of the interagency responsibilities or needed linkages related to transition services (age sixteen+): 5 of 77, 6.49 percent of agencies noncompliant</p> <p>FY 2002 Monitoring Standard Secondary Transition-7 – Children with disabilities, beginning at age sixteen, have individualized education programs (IEPs) that coordinate instruction (including related services), community and employment experiences, adult living objectives, and linkages with other service providers or agencies as determined appropriate to meet the post secondary goals of the student: 15 of 88, 17.05 percent of agencies noncompliant</p> <p>Committee Conclusions:</p> <p>Data indicate that linkages do exist and that the number of students served by Centers for Independent Living is increasing. Additional analysis of the FY02 monitoring standard is needed to determine the reasons for the noncompliance. More data is needed to better address this indicator.</p>	Age Group	FY 00	FY01	% Change	0 to 6	48	132	175.0%	6 to 17	240	291	21.3%	18 to 22	274	401	46.4%	Total	562	824	46.6%
Age Group	FY 00	FY01	% Change																		
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COMPONENT BT.2*: Are youth with disabilities involved in appropriate transition planning?

Overview Answer: Students are involved in transition planning through the individualized education program (IEP) process. At all of the focus group locations, both the students and the parents of students fourteen or older reported that the students and the parents were involved in transition planning. None of the students or parents in the focus groups had any complaints about transition planning.

Strengths: There is a focus on self-advocacy and self-determination for students with disabilities and increased training in the area of transition for systemic change. Missouri provides training to teachers and other providers regarding self-advocacy. The support of the Department of Elementary and Secondary Education (DESE) developed IEP model helps school districts show the transition services they are providing and there is increased documentation of transition services. Expanding the methods of delivery for trainings has allowed the State Education Agency (SEA) to reach more individuals. Efforts through the Missouri Transition Alliance Partnership (MOTAP) grant include the development of curricula designed to meet the needs of youth with disabilities as they transition from secondary to post-secondary outcomes. Focus group data show that students and parents are involved in the transition experience.

Areas of Concern: Even though information is provided in all areas of the state, school districts in rural areas do not always have the resources or a system in place for them to implement the services they would like to provide.

Other Comments: The committee recommends that the Division emphasize the importance of effective transition planning regardless of district size and/or location as well as consistency in the way that transition planning is carried out in all districts. Focusing on professional development regarding differentiating instruction for classroom teachers will provide students with additional resources for determining post-secondary options.

A Transition Symposium will be held October 23-25th of 2002 and will focus on providing opportunities to build local partnerships within each region of the state to further improve transition planning and to increase the post-school outcomes for youth with disabilities. Participants will also receive best strategies and information to assist them in their responsibility to provide effective transition services/planning for youth with disabilities. Participants will include Special Education personnel, Work Experience Coordinators, Vocational Rehabilitation District Supervisors and Counselors, Vocational Resource Educators, Centers for Independent Living staff and Community Vocational Rehabilitation/Supported Employment providers. It is estimated that three hundred participants will attend.

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION																				
<p>BT.2.1: Do youth with disabilities, beginning at age fourteen or younger, if appropriate, participate in transition planning?</p> <p>Data Sources:</p> <ul style="list-style-type: none">Monitoring dataFocus group data <p>Related CSPD:</p> <ul style="list-style-type: none">Leadership Series – ComplianceSecondary Transition	<p>Data summary:</p> <p style="text-align: center;">Monitoring Data</p> <p>Monitoring Indicator 101850 - Student attended Individualized Education Program (IEP) meeting or documentation of how team obtained student's input</p> <table><tr><th></th><th># Districts monitored on this standard</th><th># Districts out of compliance (Initial)</th><th># Districts out of compliance Follow-up1</th><th># Districts out of compliance Follow-up2</th></tr><tr><td>FY1999</td><td>81</td><td>5</td><td>1</td><td>0</td></tr><tr><td>FY2000</td><td>94</td><td>14</td><td>0</td><td></td></tr><tr><td>FY2001</td><td>96</td><td>21</td><td>Incomplete</td><td></td></tr></table> <p>FY2002 Monitoring Standard Secondary Transition-5 – Children with disabilities, beginning at age fourteen, have IEPs that focus on a course of study related to transition objectives: 21 of 92, 22.83 percent of agencies noncompliant</p> <p>FY2002 Monitoring Standard Secondary Transition-6 – Children age fourteen+ participate in meetings related to transition planning or activities: 15 of 89, 16.85 percent of agencies noncompliant</p> <p>FY2002 Monitoring Standard Secondary Transition-8 – The child's interests and preferences are identified and considered when addressing transition activities: 15 of 89, 16.85 percent of agencies noncompliant</p> <p>FY2002 Monitoring Indicator B 104520 – If purpose includes transition, students 14 years and up are invited: 13 of 89, 14.61 percent noncompliant</p> <p style="text-align: center;">Focus Group Summary</p> <p>The juniors and seniors in the focus groups reported that they had participated in transition planning in their IEP meetings. The students were very aware of all the aspects of services related to transition.</p> <p>Committee Conclusions:</p> <p>Monitoring data suggests that most districts are in compliance with participation in transition planning, if not at the initial review, then by the first follow-up. Focus group data suggests that students do participate in transition planning.</p>		# Districts monitored on this standard	# Districts out of compliance (Initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2	FY1999	81	5	1	0	FY2000	94	14	0		FY2001	96	21	Incomplete	
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<p>BT.2.2: Does the percentage of youth with disabilities exercising their rights and responsibilities, as appropriate, regarding special education at the age of majority increase?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Monitoring data • Focus group data <p>Related CSPD:</p> <ul style="list-style-type: none"> • Leadership Series – Compliance • Secondary Transition 	<p>Data Summary:</p> <p style="text-align: right;">Monitoring Data</p> <p>FY2002 Monitoring Indicator B 106600 – Child informed of the transfer of rights by the seventeenth birthday: 13 of 72, 18.06 percent of agencies noncompliant</p> <p style="text-align: right;">Focus Group Summary</p> <p>Students over the age of 18 did indicate that they make their own choices, participate in IEP meetings and sign their own documents.</p> <p>Committee Conclusions:</p> <p>The committee defined "exercising their rights" as it relates to eighteen-year-old youth with disabilities as knowing about the rights that would transfer to them at age eighteen, receiving any training and/or participating in activities related to self-advocacy and/or self-determination and active involvement in IEP planning. Data that could be used to measure this is not available. Available monitoring data suggests that youth are often not informed of the transfer of rights by the seventeenth birthday, although the problem is more likely to be an omission of documentation than true noncompliance.</p>

CLUSTER: EARLY CHILDHOOD SPECIAL EDUCATION

OBJECTIVE: Evaluation of Early Childhood Special Education services both from the perspective of appropriate services in the least restrictive environment (LRE) and cost effectiveness.

RELATED MISSOURI PERFORMANCE GOAL(S):

The performance level of children who receive special education services prior to age five will increase on the School Entry Profile.

Notes:

- This cluster is not required for the Continuous Improvement Monitoring process (CIMP). Missouri chose to look at this topic as a means of evaluating Early Childhood Special Education (ECSE) services in the state.
- Related professional development is listed under the indicators. For descriptions of the professional development, please refer to the Comprehensive System of Professional Development section.
- General notes about the data analyzed in this report can be found in the Data Explanations section.

Overview Answer for the Cluster: Missouri chose to look at this cluster as a means of evaluating Early Childhood Special Education (ECSE) services both from the perspective of appropriate services in the least restrictive environment (LRE) and cost effectiveness. This report reflects the preliminary review of data and other information. Additional review will determine if the data provided is accurate and reliable, and if it appropriately addresses the component/indicator. During that process, it is likely that additional or more appropriate indicators will be identified.

Strengths for the Cluster: Throughout this self-assessment process, more itinerant services were identified in Missouri than was originally assumed. The School Entry Assessment provides data that is not available in other states. Missouri's percent of three to five-year-olds being served in special education is equal to national percents. Project Access is a valuable resource for technical training on providing services to children with autism.

Areas of Concern for the Cluster: There are still many unknowns about early childhood programs in Missouri. Additional and better data is needed on all aspects of Early Childhood Special Education in order to better identify areas of concern including more accurate data regarding participation in regular education in early childhood programs. There is also a need for additional monitoring items specific to early childhood.

Other Comments for the Cluster: Committee recommendations for continuing to evaluate and improve Missouri's Early Childhood programs include:

Suggestions for improving data accuracy and funding policies:

- Establish pilot sites to determine if updated data reporting and funding changes are feasible
- Analyze identified barriers and develop strategies for assisting districts in increasing services to children in regular preschool settings.

Suggestions for improving technical assistance:

- Continue to update and disseminate statewide information on effective practices in ECSE including regular updating of some version of Sharing Effective Practices and the Show Me How Manual
- Develop guidelines in the areas of exploring and defining placement options, including training and support for determining individualized placements in the least restrictive environment (LRE). The ECSE in the LRE training should be expedited.
- Establish ongoing dialogue among personnel at DESE (Special Education, Early Childhood, Title I) and school administrators as well as partners such as Head Start to provide leadership and guidance on issues related to providing appropriate services to preschool children including children with disabilities.

Suggestions for ensuring high quality programs:

- Consider a longitudinal study that would facilitate the gathering of data on child outcomes in Missouri.

Suggestions for supporting continuous professional development:

- Define ECSE program goals and priorities (e.g. related to increased inclusion and/or quality of services) and, as DESE sets priorities for training throughout the state, share with districts those priorities and how they were reached, and also provide technical assistance to districts to assure district goals and DESE goals are aligned
- Encourage the use of information from compliance monitoring and the analysis of program statistics while continuing to support districts as they address local needs
- Increase participation in parent education and support systems and expand preschool opportunities as outlined in the new DESE Strategic Plan.

COMPONENT EC.1: Recommendations for a) changes in DESE policies that guide ECSE funding decisions related to service delivery models that districts may establish and for b) changes in caseload parameters.

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<p>EC.1.1: What do we know about preschool options that are available to each school district (designed primarily for children without disabilities e.g. Head Start, Title I preschools, Missouri Preschool Project (MPP), district operated preschools)? What do we know about the extent of usage of these programs by districts that have them available in their areas?</p> <p>Data Sources:</p> <ul style="list-style-type: none">Missouri Preschool Projects (MPP) approved through DESE 1999-2000 (Core Data report and list from Early Childhood web site and final report)Title I child count 2000-01 and districts with Title I preschool programsPartial list of locations of Head Start classrooms throughout MissouriECSE placement data	<p>Data Summary:</p> <p>Since the passage of Senate Bill 740 which required school districts to provide Early Childhood Special Education to eligible three and four year olds effective 1991, the options for providing services to preschool age children in “regular education” settings has increased.</p> <p>For example, in 1990, 57 districts used Title I funding to provide preschool programs and this number has increased to 178 in 2001. Data also indicates that ten districts provided district funded or tuition-based preschools in 1990 and the number is now fourteen. It is suspected that these programs have been very under-reported in the past and continue to be under-reported, so the numbers are probably higher, and we would anticipate that there would still be an increase since 1990.</p> <p>Also, Missouri legislators passed House Bill 1519, establishing the Early Childhood Development Education and Care Fund in 1998. DESE’s portion of these funds is used to provide early care and education services to three and four year old children in Missouri.</p> <p>Summary Chart of Early Childhood Preschool Programs</p> <table><tr><th></th><th>Number of preschool programs statewide</th><th>Number of districts currently using this program</th><th>Number of children in program</th><th>Number of children with disabilities participating</th><th>Number of children with disabilities that have IEPs implemented in this setting</th></tr><tr><td>Missouri Preschool Project (MPP)</td><td>161</td><td></td><td></td><td>450</td><td></td></tr><tr><td>Head Start</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Title I</td><td>178 Districts</td><td></td><td></td><td></td><td></td></tr><tr><td>Licensed Childcare Providers (excludes MPP licensed providers)</td><td>3,933</td><td></td><td></td><td></td><td></td></tr><tr><td>Locally Funded/Tuition-Based</td><td>14</td><td></td><td></td><td></td><td></td></tr></table>		Number of preschool programs statewide	Number of districts currently using this program	Number of children in program	Number of children with disabilities participating	Number of children with disabilities that have IEPs implemented in this setting	Missouri Preschool Project (MPP)	161			450		Head Start						Title I	178 Districts					Licensed Childcare Providers (excludes MPP licensed providers)	3,933					Locally Funded/Tuition-Based	14				
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<p>EC.1.1: Concluded</p>	<p>Overhead transparencies have been prepared to illustrate the locations of Title I, Missouri Preschool Project (MPP) and known district-funded or tuition-based preschools in Missouri. Head Start data will be added when received. The transparencies show that based on data gathered at this point, there are six counties and large portions of at least fifteen other counties that do not have Title I, MPP or district preschools. The maps do not illustrate the non-MPP licensed childcare facilities.</p> <p>Committee Conclusions: The chart above is incomplete. When all data have been compiled, we will have a better picture of the options and availability of early childhood services in Missouri. We have fairly good information about the numbers and locations of settings that offer potential sites for providing special education and related services to eligible preschool aged children and, in some cases, we have information about numbers of children with disabilities who attend these programs. Complete data on Head Start preschool locations is still needed in addition to better information on number of districts with non-funded (tuition-based and district funded) preschools.</p> <p>We do not have data about the extent of usage of MPP preschool programs, Head Start, Title I, Community Preschools, or District funded/tuition-based preschools as a location for the provision of special education services. It would be helpful to know total numbers of children with disabilities who attend each of these programs, the numbers who receive their special education services there, and the number of districts currently using each program as a location for provision of ESCE services.</p> <p>Early Childhood Special Education placement data is not a satisfactory source of information about the location of ECSE services because placement for children who receive itinerant services in a Head Start, Title I, community preschool, etc. is only categorized as early childhood setting if it has been determined an early childhood setting is required in order to implement the IEP. So, many children who receive services in regular early childhood settings are reflected under the "Individual" category along with children who receive individual or small group services in the school from a speech therapist or ECSE teacher. In addition, there has been confusion among lead agency (LEA) personnel about how to record educational placement for ECSE, so there is a great deal of inconsistency in reporting practices.</p> <p>Suggested improvements include making service delivery options and placement options clear so that information reported in each service delivery category and placement option is consistent across districts. ECSE reporting formats could be updated to provide the appropriate information necessary to analyze service delivery and placement data and provide accurate data in District Profiles and Core Data information.</p>

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION
<p>EC.1.2: What are the barriers preventing districts from using these preschool options when they are available in their areas (through itinerant/consultative services or cooperative preschool programs such as blended Title I/ECSE)?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> Continuous Improvement Monitoring Process (CIMP) cluster subcommittee 	<p>Data Summary: The committee's review of anecdotal data identified the following major barriers:</p> <ul style="list-style-type: none"> Reluctance to hold space throughout the school year for potential students with developmental delays with or without funding to cover these guaranteed slots Inability to provide services in religiously affiliated preschools Logistics related to the preschool's schedule and the student's optimal time for learning and ECSE and preschool staff's availability for consultation and collaboration Some districts are struggling with meeting the challenge of providing services in the least restrictive environment, which has been further defined and emphasized in the reauthorization of Individuals with Disabilities Education Act (IDEA) Itinerant services require additional staff and there is a shortage of qualified staff in many parts of the state. Lack of focus on staff development in the area of itinerant services at the state, local or pre-service levels. <p>Committee Conclusions: Districts are not necessarily unwilling to provide itinerant services, but they need various types of support to overcome the barriers and perceived barriers to do so. More information is needed on perceived barriers that prevent districts from using regular preschool options when they are available and barriers to seeking grants or establishing tuition-based or district funded preschools. Information on barriers could be gathered from early childhood special education administrators utilizing surveys and/or focus groups.</p>
<p>EC.1.3: What are the barriers preventing districts from applying for Missouri Preschool Project (MPP) grants or offering district funded or tuition-based preschools?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> Input from ECSE CIMP cluster 	<p>Data Summary: Limited space and funding prevents districts from operating or expanding their own preschool programs.</p> <p>Committee Conclusions: No conclusions were drawn. Appropriate questions could be included in surveys and/or focus groups noted above.</p>

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<p>EC.1.4: What do we know about the extent of usage of the service delivery models (classroom, itinerant, contractual)?</p> <p>Data Sources:</p> <ul style="list-style-type: none">• State 618 data• Annual Report to Congress• ECSE Web Application data• Input from ECSE CIMP Cluster Committee and DESE Special Education staff	<p>Data Summary:</p> <p style="text-align: center;">Early Childhood Special Education Placements</p> <table><tr><th></th><th colspan="2">1999-2000</th><th colspan="2">2000-2001</th><th colspan="2">2001-2002</th></tr><tr><th></th><th>#</th><th>%</th><th>#</th><th>%</th><th>#</th><th>%</th></tr><tr><td>Home</td><td>362</td><td>4.69%</td><td>327</td><td>4.07%</td><td>302</td><td>3.35%</td></tr><tr><td>Itinerant - Outside the Home</td><td>1,150</td><td>14.89%</td><td>1,112</td><td>13.84%</td><td>1,743</td><td>19.35%</td></tr><tr><td>Early Childhood Setting</td><td>1,944</td><td>25.17%</td><td>1,959</td><td>24.38%</td><td>1,741</td><td>19.33%</td></tr><tr><td>EC Special Education Setting</td><td>3,581</td><td>46.36%</td><td>3,913</td><td>48.69%</td><td>4,493</td><td>49.88%</td></tr><tr><td>Separate School</td><td>410</td><td>5.31%</td><td>343</td><td>4.27%</td><td>233</td><td>2.59%</td></tr><tr><td>PT EC / PT ECSE Setting</td><td>274</td><td>3.55%</td><td>375</td><td>4.67%</td><td>486</td><td>5.40%</td></tr><tr><td>Residential Facility</td><td>4</td><td>0.05%</td><td>7</td><td>0.09%</td><td>9</td><td>0.10%</td></tr><tr><td>Total Early Childhood:</td><td>7,725</td><td>100.00%</td><td>8,036</td><td>100.00%</td><td>9,007</td><td>100.00%</td></tr></table> <p>Counts in above table represent numbers on December 1.</p> <p style="text-align: center;">Percentage of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B During the 1999-2000 School Year**</p> <table><tr><th></th><th>Missouri</th><th>50 States, DC and PR*</th></tr><tr><td>Early Childhood Setting</td><td>43.47</td><td>36.14</td></tr><tr><td>Early Childhood Special Education Setting</td><td>36.90</td><td>34.01</td></tr><tr><td>Home</td><td>3.39</td><td>3.64</td></tr><tr><td>PT Early Childhood/Special Education Setting</td><td>1.08</td><td>12.86</td></tr><tr><td>Residential Facility</td><td>0.02</td><td>0.14</td></tr><tr><td>Separate School</td><td>4.39</td><td>4.39</td></tr><tr><td>Itinerant Services Outside Home</td><td>10.76</td><td>7.13</td></tr><tr><td>Reverse Mainstream</td><td>-</td><td>1.69</td></tr></table> <p>*Excludes Texas and the District Of Columbia **Data includes kindergarten numbers.</p>		1999-2000		2000-2001		2001-2002			#	%	#	%	#	%	Home	362	4.69%	327	4.07%	302	3.35%	Itinerant - Outside the Home	1,150	14.89%	1,112	13.84%	1,743	19.35%	Early Childhood Setting	1,944	25.17%	1,959	24.38%	1,741	19.33%	EC Special Education Setting	3,581	46.36%	3,913	48.69%	4,493	49.88%	Separate School	410	5.31%	343	4.27%	233	2.59%	PT EC / PT ECSE Setting	274	3.55%	375	4.67%	486	5.40%	Residential Facility	4	0.05%	7	0.09%	9	0.10%	Total Early Childhood:	7,725	100.00%	8,036	100.00%	9,007	100.00%		Missouri	50 States, DC and PR*	Early Childhood Setting	43.47	36.14	Early Childhood Special Education Setting	36.90	34.01	Home	3.39	3.64	PT Early Childhood/Special Education Setting	1.08	12.86	Residential Facility	0.02	0.14	Separate School	4.39	4.39	Itinerant Services Outside Home	10.76	7.13	Reverse Mainstream	-	1.69
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<p>EC.1.5: How can we determine the cost vs. effectiveness of each model?</p> <p>Data Sources:</p> <ul style="list-style-type: none">ECSE estimated cost per child	<p>Data Summary:</p> <table><tr><th colspan="5">ECSE Estimated Cost per Child</th></tr><tr><th>School Year</th><th>Total Cost*</th><th>Child Count Ages 3EC- 5EC**</th><th>Average Cost per Child</th><th>Percentage Increase</th></tr><tr><td>2001-2002</td><td>\$85,193,819</td><td>9,005</td><td>\$9,461</td><td>2.9%</td></tr><tr><td>2000-2001</td><td>\$73,633,029</td><td>8,010</td><td>\$9,193</td><td>10.7%</td></tr><tr><td>1999-2000</td><td>\$63,808,620</td><td>7,687</td><td>\$8,301</td><td>2.5%</td></tr><tr><td>1998-1999</td><td>\$56,074,632</td><td>6,924</td><td>\$8,099</td><td>8.1%</td></tr><tr><td>1997-1998</td><td>\$49,125,980</td><td>6,558</td><td>\$7,491</td><td>6.5%</td></tr><tr><td>1996-1997</td><td>\$43,503,904</td><td>6,184</td><td>\$7,035</td><td>10.5%</td></tr><tr><td>1995-1996</td><td>\$38,526,944</td><td>6,050</td><td>\$6,368</td><td></td></tr></table> <p>*Total Cost for 2001-2002 is estimated.</p> <p>**ECSE Child Count includes only those children reported as 3-5 years old with an ECSE placement.</p> <p>The Department of Elementary and Secondary Education (DESE) summarized some data on a sampling of twelve districts whose '98-'99 per child costs were less than \$8,000 and ten whose costs were greater than 8,000. The tables include the district name, percent of children in ECSE Classrooms, Reverse mainstream classroom, ECSE/Title I classroom, Itinerant services, Sensory impaired Classroom, Speech/Language only, and contractual, as well as the approved budget cost per child and child Count.</p> <p>Committee Conclusions:</p> <p>Based on the data reviewed, the average cost per child has increased about 40 percent from 1995 to 2000. It was difficult to form any conclusions from the data, and effectiveness was not reported. The committee did not feel the cost per child data was completely accurate because it was based on December 1 numbers, and those numbers always increase by the end of the year.</p> <p>In order to do a cost/effectiveness analysis, we would need the cost per model as well as student outcome data to draw conclusions about effectiveness.</p>	ECSE Estimated Cost per Child					School Year	Total Cost*	Child Count Ages 3EC- 5EC**	Average Cost per Child	Percentage Increase	2001-2002	\$85,193,819	9,005	\$9,461	2.9%	2000-2001	\$73,633,029	8,010	\$9,193	10.7%	1999-2000	\$63,808,620	7,687	\$8,301	2.5%	1998-1999	\$56,074,632	6,924	\$8,099	8.1%	1997-1998	\$49,125,980	6,558	\$7,491	6.5%	1996-1997	\$43,503,904	6,184	\$7,035	10.5%	1995-1996	\$38,526,944	6,050	\$6,368	
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LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION																										
<p>EC.1.6: Are the current caseload parameters adequate for establishing appropriate staffing?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Current ECSE caseload standards • Revised State Plan section on caseload standards • Input from ECSE CIMP cluster • Alternative caseload standards in the current Missouri State Plan for Special Education 	<p>Data Summary:</p> <table border="1" data-bbox="854 289 1770 826"> <caption>Current Caseload Parameters for ECSE funding</caption> <tr><td>Teachers (center-based)</td><td>12-22</td></tr> <tr><td>Paraprofessionals</td><td>12-22</td></tr> <tr><td>Teacher of Integrated class</td><td>12-20</td></tr> <tr><td>Itinerant teacher traveling</td><td>12-30</td></tr> <tr><td>Itinerant teacher non-traveling</td><td>31-50</td></tr> <tr><td>Diagnostic staff</td><td>1 per 160 children in ECSE for each position</td></tr> <tr><td>Related service staff</td><td>45-50</td></tr> <tr><td>Administrator</td><td>1 per 200 children in ECSE</td></tr> <tr><td>Secretary</td><td>1 per 200 children in ECSE</td></tr> <tr><td>Nurse</td><td>1 per 175 children in ECSE</td></tr> <tr><td>Social worker (general)</td><td>1 per 175 children in ECSE</td></tr> <tr><td>Diagnostic</td><td>1 per 160 children in ECSE</td></tr> <tr><td>Related services</td><td>1 per 50 children in ECSE</td></tr> </table> <p>Committee Conclusions:</p> <p>The committee felt the ECSE teacher caseload standards were fairly adequate because they take into account traveling as well as school-based models. Caseloads for related services providers are not adjusted for travel time, severity of disabilities or the amount of service provided. This becomes a problem as more and more itinerant services are provided. DESE Supervisors consider requests for caseload exceptions when rationale is provided, so there is some flexibility in applying exceptions.</p> <p>The committee suggests using the alternative caseload chart for related services staff on an informational basis by a sampling of districts. Districts could be selected based on size and location and asked to provide comparison data using current caseload parameters and the alternative caseload chart.</p>	Teachers (center-based)	12-22	Paraprofessionals	12-22	Teacher of Integrated class	12-20	Itinerant teacher traveling	12-30	Itinerant teacher non-traveling	31-50	Diagnostic staff	1 per 160 children in ECSE for each position	Related service staff	45-50	Administrator	1 per 200 children in ECSE	Secretary	1 per 200 children in ECSE	Nurse	1 per 175 children in ECSE	Social worker (general)	1 per 175 children in ECSE	Diagnostic	1 per 160 children in ECSE	Related services	1 per 50 children in ECSE
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COMPONENT EC.2: Identify supports (training, technical assistance, policy) needed to increase the use of community preschool settings and district operated preschool programs.

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION
<p>EC.2.1: What are the districts' perceived needs to encourage and help them use community preschool options?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • None 	<p>Data Summary: No Data</p> <p>Committee Conclusions: No conclusions could be drawn. Technical assistance and staffing support (provisions for meaningful, ongoing training and technical assistance) are needed to expand the implementation of ECSE services in community settings. Strategies for providing staff development need to be explored – e.g. consider some of the models used with First Steps (Train the Trainer, Facilitators located in regions of the state who are available to local districts). It would be helpful to build local capacity and have trained individuals available who understand and can provide technical assistance on the use of the itinerant model.</p> <p>Surveys are needed to collect ideas and suggestions from administrators, teachers, paraprofessionals, and parents for supports that would assist in providing itinerant services. Surveys could target districts with minimal itinerant or early childhood options and could also gather ideas from districts that utilize a wide array of placement options. A task force of itinerant teachers could help define implementation of itinerant models across the state and create long-term plans for technical assistance and support for itinerant teachers. These groups could explore what types of training are provided to inclusion coordinators for Child Care Resource and Referral offices and other resources.</p>
<p>EC.2.2: What are some effective practice examples from other states and current literature sources on the use of itinerant services and supports to increase inclusion of preschool children with disabilities in “regular” preschool settings?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Various examples of effective practices 	<p>Data Summary: A thorough review has not been completed at this time, however the following sources have been compiled:</p> <ul style="list-style-type: none"> • Preschool Inclusion (Claire C. Caballaro), • An Administrator’s Guide to Preschool Inclusion (Ruth Ashworth Wolery & Samuel L. Odom) • Early Childhood Inclusion (Michael J. Guralnick) • NECTAS web site • Frank Porter Graham Child Development Program Web site • State of Vermont web site on inclusion (Michael Shawn Grecco) <p>Committee Conclusions: There are numerous articles in the literature regarding inclusion with examples from other states. Some of this information may be valuable as DESE plans future training and technical assistance. DESE needs additional examples of effective practices from other states related to using itinerant services and supports to include children with disabilities in community preschool settings. At this point, nothing has been discovered by the committee as strategic models that Missouri should adopt.</p>

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION
<p>EC.2.3: What support has been provided by DESE and other State agencies to enhance collaboration and encourage the use of community settings for providing individualized education program (IEP) services?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Various <p>Related CSPD:</p> <ul style="list-style-type: none"> • Access to the General Education Curriculum – Least Restrictive Environment (LRE) for ECSE • Autism – Project Access • Assistive Technology • Blind Skills Specialists • Center for Innovations in Education • ECSE Practices Manual • ECSE Show Me How Technical Assistance Bulletins • First Steps Modules (Part C) – Module 4 Movin’ On • First Steps Bulletins • Heads Up Reading • Leadership Series – Compliance, Compliance and Data, Data, Funds • Leadership Series – Visually Impaired Level 2 • Learning to Develop Measurable Goals, Objectives and Benchmarks • Mentoring for Success of Students with Disabilities (Grants and Manual) Resource Document 	<p>Data Summary:</p> <p>The following data sources were reviewed:</p> <ul style="list-style-type: none"> • Sharing Effective Practices published by DESE in June 2000 with information from the 1998-99 school year • DESE Technical Assistance documents • “Understanding Early Childhood LRE Requirements” • “Another ECSE Service Delivery Model Choice: Learning on the Go: ECSE Services in the Community” • “Head Start/Early Childhood Special Education Partnerships” • Technical assistance article from DESE “Cooperative Early Childhood Programs” Revised September, 2000 • Head Start – DESE Memorandum of Agreement (draft – 2001) • Information on numerous childcare initiatives as listed on the web site for Map to Inclusive Child Care for Missouri. The list includes, but is not limited to: Special Needs Child Care Task Force, Child Day Care Association’s First Steps Project, Child Care Resource and Referral Enhanced Project, Show Me Rainbows training, Missouri Tikes training • Circle of Inclusion training was provided in the early 1990s to several large school districts in Missouri, e.g. Francis Howell

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<p>EC.2.3: Concluded</p> <p>Related CSPD: Concluded</p> <ul style="list-style-type: none"> • Missouri School for the Blind Outreach • Missouri School for the Deaf Outreach • Missouri Teacher Certification Requirements • Missouri Standards for Teacher Education Programs (MoSTEP) • New Scripts Early Intervention/ Early Childhood Systems Change in Personnel Preparation • Orientation and Mobility Certification • Paraprofessional Core Manual • Parents Role Brochures • Parents as Teachers: Supporting Families of Children with Special Needs Guide and Training • Perspectives on Emotional and Behavior Disorders • Priority Schools • Quality Eligibility Decisions • School Psychologist Intern Project • Traumatic Brain Injury • Tuition Reimbursement 	<p>Committee Conclusions:</p> <p>Head Start preschool programs have been available in Missouri for many years. Through collaboration encouraged by the state Memorandum of Agreement between Head Start and DESE, Head Start is being utilized as a location for the provision of services for children with IEPs. Local Head Starts are required to execute Memorandums of Agreement with local districts.</p> <p>Each Child Care Resource and Referral office has an Inclusion Coordinator to assist families in locating childcare and to facilitate placement. The Coordinator also trains and supports childcare providers regarding children with disabilities.</p> <p>DESE has published numerous Technical Assistance documents on topics related to inclusion and has disseminated them to school districts' ECSE administrators. The committee discussed the fact that there have been a number of interagency initiatives in recent years to train and support childcare providers to enable and encourage them to serve children with disabilities, however DESE has not provided a great deal of ongoing systematic training or technical assistance to school districts on providing services in the least restrictive environment. DESE is planning to provide training on ECSE in the Least Restrictive Environment. Target date for the training is Spring 2003.</p> <p>"Sharing Effective Practices" provides numerous examples of ways Districts have utilized Head Start, Title I, tuition based preschools, and community preschools in their areas</p>

COMPONENT EC.3: Recommendations for Policy/Regulations to ensure high quality ECSE services.

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION
<p>EC.3.1: What do we know from research/other states about indicators for highly effective programs?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • <u>Early Childhood Inclusion</u>, Michael Guralnick, Chapter 1, "Framework For Change" • <u>Building Strong Foundations for Early Learning</u> U.S. Department of Education's Guide to High-Quality Early Childhood Education Programs • NAEYC Guidelines Revision – July 2001 	<p>Data Summary:</p> <p>Michael Guralnick's information pointed out the importance of a number of factors such as:</p> <ul style="list-style-type: none"> • Availability of inclusive programs in the community • Maximum participation with typically developing children in typical activities • Meeting individualized needs without disrupting the integrity of the program's model • Meaningful social relationships between children with and without disabilities <p>Guralnick stated that children would do at least as well developmentally and socially in inclusive programs as they do in specialized programs.</p> <p><u>Building Strong Foundations for Early Learning:</u> Key Indicators</p> <ul style="list-style-type: none"> • Quality of parent involvement including home literacy environment and parent-child interactions • Quality of the learning environment (class size, teacher ratio, safe secure classrooms, rich literacy environment, accommodation of children with special needs) • Quality of early childhood pedagogy (variety of domains and structures, individualization, learning how to think) • Quality of early childhood curricula (planning, language foundation, emergent literacy, mathematics and science foundations for problem solving) • Quality of early childhood staff (degree and certification, professional development, professional working conditions) • Quality of assessment (variety of assessment procedures that are embedded in instruction on an ongoing basis, including observation, performance assessment, work samples, etc.) <p><u>NAEYC Guidelines Revision</u> – Standards for Early Childhood Professional Preparation (Pre-service)</p> <ul style="list-style-type: none"> • Promoting child development and learning • Building family and community relationships • Observing, documenting and assessing to support young children and families • Teaching and learning (includes connecting with children and families, using developmentally effective approaches, understanding content knowledge in early education, building meaningful curriculum) • Becoming a professional (on-going reflection and professional development and use of ethical guidelines and professional standards)

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION																								
EC.3.1: Concluded	<p>Committee Conclusions:</p> <p>Some common threads were evident, including the importance of curricula, developmentally appropriate practices, parent collaboration, qualified staff (certification and expertise available to meet individual child needs), and maximum participation with typically developing peers.</p> <p>More specific information is needed from a sampling of states regarding effective programs and specifically how they have measured effectiveness.</p>																								
EC.3.2: What do we know about child outcomes in Missouri?	<p>Data Summary:</p> <p style="text-align: center;">School Entry Profile* FY2000</p> <table><tr><td></td><td>Special Education Only</td><td>Special Education & PAT & Preschool</td></tr><tr><td>Preparation for Kindergarten</td><td>91.2</td><td>98.8</td></tr><tr><td>Conventional Knowledge</td><td>90.8</td><td>96.8</td></tr><tr><td>Learning to Learn</td><td>86.3</td><td>95.8</td></tr><tr><td>Working with Others</td><td>85.8</td><td>96.1</td></tr><tr><td>Mathematical/Physical Knowledge</td><td>85.1</td><td>96.1</td></tr><tr><td>Communication</td><td>88.8</td><td>95.9</td></tr><tr><td>Symbolic Development</td><td>88.1</td><td>95.4</td></tr></table> <p>*The mean standardized scale score is 100 with a standard deviation of 15.</p> <p>According to the School Entry Profile, children who receive special education prior to kindergarten score approximately one forth standard deviation below the average child. Children who participate in special education only (no other preschool experience, e.g. PAT< Head Start) score significantly lower (three quarters standard deviation) than the average special education child in symbolic development, mathematical/physical knowledge, and conventional knowledge.</p> <p>Committee Conclusions:</p> <p>Data suggests that Special Education programs are most effective when combined with other programs such as PAT and preschool, however the committee did not feel they could reach meaningful conclusions about child outcomes based on this data. The School Entry Assessment provides subjective data, as the teacher is asked to rate the child as always, sometimes or never on the usage of various skills. There are so many different categories of types of preschool experiences that it was difficult to determine which type was most effective; the numbers in each category are small. There is not a pre-test and a post-test. A review of the School Entry Assessment Project is needed to determine if it is appropriate for use with ECSE students on a more comprehensive basis statewide. DESE should establish guidance on quality indicators for ECSE services. They could adopt or adapt something similar to Building Strong Foundations. More information is needed on the outcomes of Missouri children who have participated in ECSE.</p>		Special Education Only	Special Education & PAT & Preschool	Preparation for Kindergarten	91.2	98.8	Conventional Knowledge	90.8	96.8	Learning to Learn	86.3	95.8	Working with Others	85.8	96.1	Mathematical/Physical Knowledge	85.1	96.1	Communication	88.8	95.9	Symbolic Development	88.1	95.4
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LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION														
<p>EC.3.3: What early childhood curricula are being used in Missouri school districts with ECSE eligible children? (How many districts do not use a specific curriculum?)</p> <p>Data Sources:</p> <ul style="list-style-type: none"> Sharing Effective Practices DESE, 1998-1999 School Year 	<p>Data Summary:</p> <p style="text-align: center;">Early Childhood Curricula Summary</p> <table border="1" data-bbox="753 323 1866 578"> <tr> <th>Curriculums Utilized</th><th>Districts</th></tr> <tr> <td>Project Construct</td><td>25</td></tr> <tr> <td>Creative Curriculum</td><td>5</td></tr> <tr> <td>High Scope</td><td>2</td></tr> <tr> <td>Carolina Curriculum</td><td>1</td></tr> <tr> <td>A variety of approaches including play-based, thematic units and activity-based interventions</td><td>42</td></tr> <tr> <td>Total</td><td>75</td></tr> </table> <p>Committee Conclusions: The sample was small, and there was not enough data to draw conclusions. More information is needed on curricula used for preschool aged children throughout Missouri</p>	Curriculums Utilized	Districts	Project Construct	25	Creative Curriculum	5	High Scope	2	Carolina Curriculum	1	A variety of approaches including play-based, thematic units and activity-based interventions	42	Total	75
Curriculums Utilized	Districts														
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Total	75														
<p>EC.3.4: Should Missouri Department of Elementary and Secondary Education (DESE) require that school districts utilize specific curriculum for ECSE?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> Input from ECSE CIP Cluster Show-Me How Technical Assistance Bulletin Choosing Preschool Curriculum, January, 1998 	<p>Data Summary: DESE disseminated a (January 1998) Technical Assistance Bulletin for Local Educational Agencies (LEAs) that provided a recommended list of curricula for preschool age children. Districts are encouraged to adopt a general education curriculum and to adapt it to meet the individual needs of the child by keeping the curriculum in line with IEP goals and objectives.</p> <p>Committee Conclusions: It is not possible to tell the extent of the use of curriculum recommended by DESE.</p>														

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION
<p>EC.3.5: How do parents rate their child's ECSE services, including transition from First Steps?</p> <p>Data Sources:</p> <ul style="list-style-type: none">• First Steps Forum (6/99) Parent Surveys upon Exiting First Steps	<p>Data Summary:</p> <p style="text-align: right;">Parent Survey Data</p> <p>52 percent of the 73 parents surveyed indicated that transition to ECSE was a positive experience. 53 percent attended an IEP meeting prior to their child turning 3. 62 percent understood their rights through the transition process. 48 percent felt their child received the necessary services through the public school ECSE program. 41 percent visited programs prior to IEP.</p> <p>Committee Conclusion:</p> <p>We don't have adequate information to draw conclusions at this time. The family survey represented a small number of respondents. More information is needed on parent perceptions of ECSE services.</p>

COMPONENT EC.4: Recommendations for ways DESE can support the continuous professional development of ECSE staff in districts through a process of continuous needs assessment that uses multiple sources of information including perceived needs, problem areas identified and Department/Division goals.

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION
<p>EC.4.1: How are school district ECSE staff development needs determined?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Input from ECSE CIMP cluster committee 	<p>Data Summary: The professional development committees are charged with conducting a needs assessment at the district level for the use of district professional development funds. Many districts survey the ECSE staff for their input on their needs. Typically, in-service is provided through ECSE staff as opposed to other district personnel.</p> <p>Committee Conclusions: The information gathered was from informal and anecdotal sources. Although the groups surveyed or polled were small, the topics listed as perceived needs for training were fairly consistent from group to group. There was not adequate information to draw any conclusions. A wider sample of perceived needs is needed from district administrators and teachers related to staff development practices for ECSE. A systematic method for continuously assessing the training needs of ECSE staff could be developed.</p>
<p>EC.4.2: What are districts doing to train new teachers and/or substitutes?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Input from ECSE CIMP cluster committee <p>Related CSPD:</p> <ul style="list-style-type: none"> • Access to the General Education Curriculum – Least Restrictive Environment for ECSE • Autism – Project Access • Assistive Technology • Blind Skills Specialists • Center for Innovations in Education • ECSE Practices Manual • ECSE Show Me How Technical Assistance Bulletins • Heads Up Reading 	<p>Data Summary: Anecdotal evidence suggests that there is little or no specific training for new ECSE teachers and substitute teachers aside from what is done for the rest of the teaching staff. Training does include information about special education process, writing IEPs, using district forms and procedures and making classroom modifications. Training varies based on size and resources of districts.</p>

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION
<p>EC.4.2: Concluded</p> <p>Related CSPD: Concluded</p> <ul style="list-style-type: none"> • Leadership Series – Visually Impaired Level 2 • Learning to Develop Measurable Goals, Objectives and Benchmarks • Mentoring for Success of Students with Disabilities (Grants and Manual) Resource Document • Missouri Teacher Certification Requirements • Missouri Standards for Teacher Education Programs (MoSTEP) • New Scripts Early Intervention/ Early Childhood Systems Change in Personnel Preparation • Orientation and Mobility Certification • Paraprofessional Core Manual • Perspectives on Emotional and Behavior Disorders • Quality Eligibility Decisions • School Psychologist Intern Project • Traumatic Brain Injury • Tuition Reimbursement 	<p>Committee Conclusions:</p> <p>A variety of professional development is available. The information gathered was from informal and anecdotal sources. Although the groups surveyed or polled were small, the topics listed as perceived needs for training were fairly consistent from group to group. No definitive conclusions could be drawn.</p> <p>Information on the new ECSE LRE training can be found in the Appendix.</p>

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION
<p>EC.4.3: What are the needs for training in Missouri school districts and how can DESE set goals for training?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Informal survey of ECSE CIMP committee and ECSE Partnership group • Monitoring data • School Entry Assessment data • DESE Strategic Plan 	<p>Data Summary:</p> <p>Perceived training needs were gathered from a variety of sources but were very similar. They included: Transition from Part C to Part B and from ECSE to kindergarten; Special Education Process including procedural safeguards, evaluation, diagnosis/eligibility criteria, LRE, placement, service delivery options, writing IEP/reports; specific information about disabilities and needs of specific children; Positive Behavioral Supports.</p> <p>Missouri monitoring data related to ECSE is limited. DESE monitors in the area of transition from Part C and specifically these items:</p> <ul style="list-style-type: none"> • IEP is in place by third birthday for First Steps transition • IEP is implemented as soon as possible following IEP meeting <p>A very small percentage of districts were out of compliance on the above items in 1999, 2000 or 2001.</p> <p>School Entry Assessment data was reported in Indicator EC.3.2.</p> <p>The new DESE strategic plan includes one Key Outcome specifically related to Early Childhood: Increased percentage of children entering school ready to succeed. Related Objectives:</p> <ul style="list-style-type: none"> • Increase from 47 to 60 percent the number of families with pre-kindergarten children who participate in parent education and related support services, by 2005. • Increase the availability of school-based DESE supported quality care and education services for children ages three to five by 8 percent by 2005. • Increase from 78-86 percent the number of public school kindergartners attending full day programs, by 2005. <p>Evaluation data from participants in DESE training does not show numbers of participants who are ECSE staff or break down their comments and recommendations accordingly.</p>

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION
<p>EC.4.3: Conclusion</p>	<p>Committee Conclusions: Although we don't have extensive data, there appear to be some consistent themes when various groups are questioned about training needs.</p> <p>Monitoring issues related to ECSE do not appear significant at this time, but there are not many that can be disaggregated for ECSE services.</p> <p>The School Entry Assessment data does not provide enough information to draw conclusions related to training needs in Missouri.</p> <p>The most applicable outcome for ECSE in the Strategic Plan is related to increasing the availability of care and education services. This could benefit children and districts as they attempt to increase services in the least restrictive environment. The committee is not aware of any goals or priorities that have been established specifically for ECSE – e.g. increase the level of services in settings designed primarily for children without disabilities.</p> <p>We could not form any conclusions from the training evaluation data. Better data is needed on the level of participation and needs reported by ECSE staff attending DESE training.</p>

CLUSTER: EARLY CHILDHOOD TRANSITION

OBJECTIVE: Transition planning results in needed supports and services, available and provided as appropriate, to a child and the child's family when the child exits Part C.

RELATED MISSOURI PERFORMANCE GOAL(S):

The performance level of children who receive special education services prior to age 5 will increase on the School Entry Profile.

Notes:

- Components and indicators marked with an “*” are included in Cluster Lite.
- Related professional development is listed under the indicators. For descriptions of the professional development, please refer to the Comprehensive System of Professional Development section.
- General notes about the data analyzed in this report can be found in the Data Explanations section.

COMPONENT C/BT.1*: Do all children exiting Part C receive the services they need by their third birthday?

Overview Answer: Missouri does not currently have much data pertaining to children exiting from First Steps, however this is changing due to the redesign of the First Steps program. Future data collected will identify where there are gaps in the provision of appropriate services and at that point actions will be taken to provide seamless services as children transition from Part C to Part B. See the Self-Assessment Process section for information on the First Steps redesign.

Strengths: Phase I of the First Steps Redesign began in April 2002 in five areas of the state. Phase 2 includes the rest of the state and is scheduled to be in place by February 2003. The redesign requires standardized forms be used statewide and requires the use of a child data system which will allow DESE to monitor data on an ongoing basis. This data includes exiting and transition information. The Individualized Family Services Plan (IFSP) now includes a transition checklist. A follow-up parent survey will be conducted six months after exiting the First Steps program. The survey will include a question related to the child's status on the third birthday. Professional development in this area includes the transition module of the First Steps training and the Transition Handbook for parents.

Missouri has a wide range of options available for early education. Local Interagency Coordinating Councils (LICC) provides opportunities for linkages and networking at the local level.

Areas of Concern: Missouri does not have an individual student record system for Part B, therefore we do not have a good method of tracking children as they exit Part C into Part B. Therefore, it is very likely that there are children who do not get into appropriate services by age three, however the Part C follow-up survey will provide data in this area. Development of a cost-effective, efficient method to collect survey results is needed.

Other Comments: Additional data is needed from the Child Care Resource and Referral Network and/or the Department of Health and Senior Services about the number of licensed and unlicensed child care facilities/homes in Missouri as well as information from Missouri Accreditation about the number of accredited preschool programs in Missouri. MPACT data on First Steps Transition training should be collected through a survey distributed at the end of training.

It is the recommendation of this committee that every school district that provides early childhood special education (ECSE) services be required to send a representative to the Transition Module offered by the First Steps training system.

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION																																																								
<p>C/BT.1.1: Is training provided jointly to Part B and C providers and parents regarding the transition process?</p> <p>Data Sources:</p> <ul style="list-style-type: none">Missouri First Steps Redesign Project: Final Report and Recommendations (9/99)Part C State Regulations and Part B State Plan for Special EducationFirst Steps Transition Handbook <p>Related CSPD:</p> <ul style="list-style-type: none">First Steps Module 4 – Movin’ On: Transition Into, Within, and From First Steps Service CoordinationFirst Steps BulletinsMissouri Parents’ Act (MPACT)New Scripts Early Intervention/ Early Childhood Systems Change in Personnel Preparation	<p>Data Summary:</p> <table><tr><th colspan="7">Early Intervention Skills and Knowledge Inventory</th></tr><tr><th>No Response</th><th>Minimal Understanding</th><th>Competent, but would like more training</th><th>Competent</th><th>Highly Skilled, can teach others</th><th>Does Not Apply to me</th><th>Question</th></tr><tr><td colspan="7">Feel competent discussing transition options with families as they prepare to exit the First Steps system.</td></tr><tr><td>22% (39)</td><td>4% (7)</td><td>11% (20)</td><td>25% (45)</td><td>9% (16)</td><td>28% (50)</td><td>54</td></tr><tr><td colspan="7">Understand the eligibility criteria of Part B preschool special education.</td></tr><tr><td>23% (41)</td><td>9% (16)</td><td>22% (39)</td><td>12% (21)</td><td>6% (11)</td><td>28% (50)</td><td>55</td></tr><tr><td colspan="7">Am able to conceptualize, develop and implement transition plans for individual families and children throughout the continuum of First Steps participation.</td></tr><tr><td>27% (48)</td><td>6% (11)</td><td>17% (30)</td><td>19% (34)</td><td>3% (5)</td><td>28% (50)</td><td>56</td></tr></table> <p>Source: Missouri First Steps Redesign Project Number of Respondents: 179 service providers for First Steps</p> <p>Committee Conclusions: Joint training is not required, however transition policy is consistent in the Part C and B State Regulations, which provide continuity for joint training. All First Steps service coordinators and service providers are required to participate in a 1-day intensive training module on the topic of transition from Part C. This training will also be available to parents, local school district staff and other community-based program staff. No data is available regarding participation by specific groups at this time. First Steps materials (Transition Handbook) for parents have been developed, but no data has been collected pertaining to the numbers disseminated. More information about the specific training needs of both Part B and Part C providers needs to be gathered.</p>	Early Intervention Skills and Knowledge Inventory							No Response	Minimal Understanding	Competent, but would like more training	Competent	Highly Skilled, can teach others	Does Not Apply to me	Question	Feel competent discussing transition options with families as they prepare to exit the First Steps system.							22% (39)	4% (7)	11% (20)	25% (45)	9% (16)	28% (50)	54	Understand the eligibility criteria of Part B preschool special education.							23% (41)	9% (16)	22% (39)	12% (21)	6% (11)	28% (50)	55	Am able to conceptualize, develop and implement transition plans for individual families and children throughout the continuum of First Steps participation.							27% (48)	6% (11)	17% (30)	19% (34)	3% (5)	28% (50)	56
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<p>C/BT.1.2*: Are all children eligible for Part B services receiving special education and related services by their third birthday?</p> <p>Data Sources:</p> <ul style="list-style-type: none">Monitoring dataECSE Web Application data – First Step ReferralsMissouri First Steps Redesign Project: Final Report and Recommendations (9/99)	<p>Data Summary:</p> <p style="text-align: center;">Monitoring Data</p> <p>Monitoring Indicator 101510 - IEP in place by third birthday for First Steps transition</p> <table><tr><th></th><th># Districts monitored on this standard</th><th># Districts out of compliance (initial)</th><th># Districts out of compliance Follow-up1</th><th># Districts out of compliance Follow-up2</th></tr><tr><td>FY1999</td><td>68</td><td>2</td><td>0</td><td></td></tr><tr><td>FY2000</td><td>48</td><td>4</td><td>0</td><td></td></tr><tr><td>FY2001</td><td>62</td><td>4</td><td>Incomplete</td><td></td></tr></table> <p>Monitoring Indicator 101520 – IEP implemented as soon as possible following IEP meeting</p> <table><tr><th></th><th># Districts monitored on this standard</th><th># Districts out of compliance (initial)</th><th># Districts out of compliance Follow-up1</th><th># Districts out of compliance Follow-up2</th></tr><tr><td>FY1999</td><td>65</td><td>2</td><td>0</td><td></td></tr><tr><td>FY2000</td><td>72</td><td>2</td><td>0</td><td></td></tr><tr><td>FY2001</td><td>87</td><td>1</td><td>Incomplete</td><td></td></tr></table>		# Districts monitored on this standard	# Districts out of compliance (initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2	FY1999	68	2	0		FY2000	48	4	0		FY2001	62	4	Incomplete			# Districts monitored on this standard	# Districts out of compliance (initial)	# Districts out of compliance Follow-up1	# Districts out of compliance Follow-up2	FY1999	65	2	0		FY2000	72	2	0		FY2001	87	1	Incomplete	
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C/BT.1.2*: Concluded	<div>Referrals from First Steps (Part C)</div> <table><tr><td></td><td>1999-2000</td><td>2000-2001</td><td>2001-2002 (Estimated)</td></tr><tr><td>Number of First Step Referrals since end of last school year</td><td>1,210</td><td>1,632</td><td>1,784</td></tr><tr><td>Of the number of First Steps Referrals, number of children that were ECSE eligible</td><td>1,001</td><td>1,315</td><td>1,420</td></tr><tr><td>Percent of children being served</td><td>82.7%</td><td>80.6%</td><td>79.6%</td></tr></table> <div>Source: ECSE Web Application</div> <div>Missouri First Steps Redesign Project Family Evaluation (Exited Families)</div> <table><tr><td colspan="5">I attended an IEP meeting that decided my child's eligibility for preschool special education services BEFORE my child turned age three.</td></tr><tr><td>No Response</td><td>Yes</td><td>No</td><td>Unsure</td><td>Question</td></tr><tr><td>12% (9)</td><td>53% (39)</td><td>26% (19)</td><td>8% (6)</td><td>37</td></tr></table> <div>Number of Respondents: 73</div> <div>Committee Conclusions:</div> <p>Missouri does not currently have the data to definitively answer this indicator, however various pieces of data indicate that children with disabilities who are Part B eligible when they exit Part C go on to receive Part B services. The data does show some discrepancies in numbers. These discrepancies can be explained in part by the differing time periods of the various collections (Part C OSEP report is on a calendar year while ECSE web application data is on a fiscal year), however further analysis is needed to determine the reasons for the discrepancies. The compliance standards and data management system are presently being revised so that monitoring data can be disaggregated for both early childhood and school age populations.</p> <p>Second Cycle Part B monitoring data in regards to the IEP being in place by the third birthday for children transitioning from First Steps indicates that the majority of LEAs are in compliance at their initial compliance review and that all are in compliance after their first follow-up.</p> <p>A survey showed that 53% of exited families said they attended an IEP meeting before their child's third birthday. Data does not indicate the number that should have participated in an IEP meeting.</p>		1999-2000	2000-2001	2001-2002 (Estimated)	Number of First Step Referrals since end of last school year	1,210	1,632	1,784	Of the number of First Steps Referrals, number of children that were ECSE eligible	1,001	1,315	1,420	Percent of children being served	82.7%	80.6%	79.6%	I attended an IEP meeting that decided my child's eligibility for preschool special education services BEFORE my child turned age three.					No Response	Yes	No	Unsure	Question	12% (9)	53% (39)	26% (19)	8% (6)	37
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<p>C/BT.1.3*: Are all children not eligible for services under Part B receiving other appropriate services by their third birthday?</p> <p>Data Sources:</p> <ul style="list-style-type: none">Part C Exit Data (OSEP Table 3)	<p>Data Summary:</p> <table><tr><th colspan="4">Reasons for Exit due to Part C Program Completion</th></tr><tr><th></th><th>1999</th><th>2000</th><th>2001</th></tr><tr><td>Completion of IFSP prior to reaching maximum age for Part C</td><td>4.5%</td><td>12.8%</td><td>10.1%</td></tr><tr><td>Part B eligible</td><td>72.5%</td><td>69.8%</td><td>61.6%</td></tr><tr><td>Not eligible for Part B, exit to other programs</td><td>14.5%</td><td>6.3%</td><td>16.9%</td></tr><tr><td>Not eligible for Part B, exit with no referrals</td><td>2.2%</td><td>6.0%</td><td>1.9%</td></tr><tr><td>Part B eligibility not determined</td><td>6.3%</td><td>5.1%</td><td>9.4%</td></tr></table> <p>Committee Conclusions:</p> <p>Missouri does not have the data to definitively answer this Indicator, however Part C Exit data suggests that very few of the children who are not eligible for Part B services leave Part C without a referral to other programs. No data is available to indicate whether or not the child is actually receiving other services by his/her third birthday. The data system for the redesigned First Steps program includes exit data relative to children not eligible for Part B services. Missouri's eligibility criteria for Part C is more restrictive than eligibility criteria for Part B.</p>	Reasons for Exit due to Part C Program Completion					1999	2000	2001	Completion of IFSP prior to reaching maximum age for Part C	4.5%	12.8%	10.1%	Part B eligible	72.5%	69.8%	61.6%	Not eligible for Part B, exit to other programs	14.5%	6.3%	16.9%	Not eligible for Part B, exit with no referrals	2.2%	6.0%	1.9%	Part B eligibility not determined	6.3%	5.1%	9.4%
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<p>C/BT.1.4: What opportunities for community-based services are available for children exiting Part C and not eligible for Part B and have these opportunities increased as a result of ongoing program evaluation?</p> <p>Data Sources:</p> <ul style="list-style-type: none">School Entry Profile reportVarious program countsResearch Report – Missouri's First Steps Program (6/99)	<p>Data Summary:</p> <table><tr><th colspan="3">Summary Chart of Early Childhood Preschool Programs</th></tr><tr><th></th><th>Number of Preschool Programs Statewide 1990</th><th>Number of Preschool Programs Statewide 2001</th></tr><tr><td>Missouri Preschool Project</td><td>0</td><td>161</td></tr><tr><td>Head Start</td><td>Unknown</td><td>Unknown</td></tr><tr><td>Title I</td><td>57 LEAs</td><td>178 LEAs</td></tr><tr><td>Licensed Childcare Providers</td><td>Unknown</td><td>3,933</td></tr><tr><td>Locally Funded/Tuition Based</td><td>10</td><td>14</td></tr></table>	Summary Chart of Early Childhood Preschool Programs				Number of Preschool Programs Statewide 1990	Number of Preschool Programs Statewide 2001	Missouri Preschool Project	0	161	Head Start	Unknown	Unknown	Title I	57 LEAs	178 LEAs	Licensed Childcare Providers	Unknown	3,933	Locally Funded/Tuition Based	10	14							
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C/BT.1.4: Continued	<div>School Entry Profile* FY2000</div> <table><tr><td></td><td>Special Education Only</td><td>Special Education, PAT & Preschool</td></tr><tr><td>Preparation for Kindergarten</td><td>91.2</td><td>98.8</td></tr><tr><td>Conventional Knowledge</td><td>90.8</td><td>96.8</td></tr><tr><td>Learning to Learn</td><td>86.3</td><td>95.8</td></tr><tr><td>Working with Others</td><td>85.8</td><td>96.1</td></tr><tr><td>Mathematical/Physical Knowledge</td><td>85.1</td><td>96.1</td></tr><tr><td>Communication</td><td>88.8</td><td>95.9</td></tr><tr><td>Symbolic Development</td><td>88.1</td><td>95.4</td></tr></table> <p>*The mean standardized scale score is 100 with a standard deviation of 15.</p> <p>Since 1992, the percent of eligible families served by Parents as Teachers (PAT) has increased from 34% to 47% in 2001. This program is available for any family, but in recent years, the state has redirected some PAT resources to increase services for the most needy of families. PAT provides screenings so that developmental delays and health needs can be identified and addressed before children enter kindergarten.</p> <p>“By far the most consistent theme to emerge, in both the survey and the interviews, is that parents perceive they have few or no options to consider as they plan their child’s transition from First Steps to Early Childhood services. At any rate, it is clear that parents want greater flexibility and a greater range of choices for possible solutions for their child.” Source: Research Report – Missouri’s First Steps Program</p> <p>Committee Conclusions: Since the passage of Senate Bill 740 which required school districts to provide Early Childhood Special Education to eligible 3-4 year olds effective 1991, the options for providing services to preschool age children in “regular education” settings has increased. For example, in 1990, 57 districts used Title I funding to provide preschool programs, and this number has increased to 178 in 2001. Data also indicates that ten districts provided district funded or tuition based preschools in 1990 and the number is now 14. (It is suspected that these programs have been very under-reported in the past and continue to be under-reported, however we still believe there has been an increase in numbers.) Also, Missouri legislators passed House Bill 1519, establishing the Early Childhood Development Education and Care Fund in 1998. DESE’s portion of these funds is used to provide early care and education services to 3 and 4 year old children in Missouri.</p>		Special Education Only	Special Education, PAT & Preschool	Preparation for Kindergarten	91.2	98.8	Conventional Knowledge	90.8	96.8	Learning to Learn	86.3	95.8	Working with Others	85.8	96.1	Mathematical/Physical Knowledge	85.1	96.1	Communication	88.8	95.9	Symbolic Development	88.1	95.4
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<p>C/BT.1.4: Concluded</p>	<p>While the overall number of programs has been increasing, based on information at the county and/or district level, there are six counties and large portions of at least 15 other counties that do not have Title I, MPP or district preschools. Information on licensed childcare facilities in these areas has not been collected.</p> <p>School Entry Assessment findings indicate that teachers rate special needs children who participate in PAT and preschool in addition to an early childhood special education program as being similar in preparation to non-disabled children.</p>																																										
<p>C/BT.1.5: What data indicates the family's satisfaction level with the transition process?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Research Report – Missouri's First Steps Program (6/99) • Missouri First Steps Redesign Project: Final Report and Recommendations (9/99) 	<p>Data Summary:</p> <p style="text-align: center;">Transition Questionnaire and Average Responses</p> <table border="1"> <thead> <tr> <th>Preparing for the Transition</th><th>Average Response</th></tr> </thead> <tbody> <tr> <td>Our Early Intervention Team helped develop a transition plan</td><td>1.7</td></tr> <tr> <td>Transition planning began early enough to allow for a smooth transition</td><td>2.0</td></tr> <tr> <td>I had choices for where my child would go</td><td>2.3</td></tr> <tr> <td>I had enough information to make an informed decision about where my child would go</td><td>2.1</td></tr> <tr> <td>I was able to visit new programs and meet the staff</td><td>2.0</td></tr> <tr> <td>I had a chance to talk to other parents of children in the program before enrolling</td><td>2.9</td></tr> <tr> <td>My child spent time in the new program interacting with the staff</td><td>2.3</td></tr> <tr> <td>Transition planning made changing programs easier for my child and my family</td><td>2.1</td></tr> <tr> <td colspan="2" style="text-align: center;">The Transition</td></tr> <tr> <td>I felt the new staff wanted my child in the program and communicated that</td><td>1.7</td></tr> <tr> <td>I felt welcomed by the new program</td><td>1.6</td></tr> <tr> <td>My child made an easy adjustment to the new program</td><td>1.8</td></tr> <tr> <td>Our family made an easy adjustment to the new program</td><td>1.8</td></tr> <tr> <td>The old and new programs shared information with me and with each other</td><td>2.0</td></tr> <tr> <td colspan="2" style="text-align: center;">After the Transition</td></tr> <tr> <td>I felt supported by other parents throughout this transition process</td><td>2.8</td></tr> <tr> <td>I feel good about the decisions I made regarding my child's transition</td><td>1.7</td></tr> <tr> <td>I felt good about the decisions others made regarding my child's transition</td><td>1.8</td></tr> <tr> <td>On the whole the transition process was positive</td><td>1.9</td></tr> <tr> <td>My opinions and feelings about the transition were respected and responded to</td><td>1.8</td></tr> </tbody> </table> <p>1=Strongly Agree, 2=Agree, 3=Disagree, 4=Strongly Disagree Source: Research Report – Missouri's First Steps Program</p>	Preparing for the Transition	Average Response	Our Early Intervention Team helped develop a transition plan	1.7	Transition planning began early enough to allow for a smooth transition	2.0	I had choices for where my child would go	2.3	I had enough information to make an informed decision about where my child would go	2.1	I was able to visit new programs and meet the staff	2.0	I had a chance to talk to other parents of children in the program before enrolling	2.9	My child spent time in the new program interacting with the staff	2.3	Transition planning made changing programs easier for my child and my family	2.1	The Transition		I felt the new staff wanted my child in the program and communicated that	1.7	I felt welcomed by the new program	1.6	My child made an easy adjustment to the new program	1.8	Our family made an easy adjustment to the new program	1.8	The old and new programs shared information with me and with each other	2.0	After the Transition		I felt supported by other parents throughout this transition process	2.8	I feel good about the decisions I made regarding my child's transition	1.7	I felt good about the decisions others made regarding my child's transition	1.8	On the whole the transition process was positive	1.9	My opinions and feelings about the transition were respected and responded to	1.8
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C/BT.1.5: Concluded	<div>Missouri First Steps Redesign Project Family Evaluation (Exited Families)</div> <table><tr><td colspan="5">Transition was a positive experience.</td></tr><tr><td>No Response</td><td>Yes</td><td>No</td><td>Unsure</td><td>Question</td></tr><tr><td>25% (18)</td><td>52% (38)</td><td>11% (8)</td><td>12% (9)</td><td>36</td></tr></table> <div>Number of Respondents: 73</div> <div>Committee Conclusions:</div> <div>Research reports from 1999 indicated the following:</div> <ul style="list-style-type: none">Overall, the results of family surveys in 1999 indicated that families had a positive transition experience. These surveys also indicated that a vital component of the families' satisfaction with the transition process had to do with the quality of the relationships between themselves and the various individuals involved.38 of 55 of exited families reported that transition was a positive experience as opposed to eight families who did not report a positive experience and nine who were unsure.	Transition was a positive experience.					No Response	Yes	No	Unsure	Question	25% (18)	52% (38)	11% (8)	12% (9)	36																																																							
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C/BT.1.6*: What is the percentage of children leaving Part C services who are placed in settings with typically developing children? Data Sources: <ul style="list-style-type: none">618 data	<div>Data Summary:</div> <div>Special Education Placement Data</div> <table><tr><td></td><td colspan="2">2000</td><td colspan="2">2001</td><td colspan="2">2002</td></tr><tr><td>Age</td><td>3</td><td>4</td><td>3</td><td>4</td><td>3</td><td>4</td></tr><tr><td>Home</td><td>4.56%</td><td>4.92%</td><td>5.43%</td><td>3.48%</td><td>4.12%</td><td>3.29%</td></tr><tr><td>Itinerant - Outside the Home</td><td>12.91%</td><td>16.61%</td><td>12.80%</td><td>13.83%</td><td>17.55%</td><td>20.14%</td></tr><tr><td>Early Childhood Setting</td><td>21.07%</td><td>25.87%</td><td>19.09%</td><td>25.54%</td><td>14.18%</td><td>21.32%</td></tr><tr><td>EC Special Education Setting</td><td>50.77%</td><td>44.48%</td><td>53.62%</td><td>49.00%</td><td>55.48%</td><td>47.92%</td></tr><tr><td>Separate School</td><td>6.27%</td><td>5.05%</td><td>5.26%</td><td>3.85%</td><td>3.18%</td><td>2.31%</td></tr><tr><td>PT EC / PT ECSE Setting</td><td>4.42%</td><td>3.06%</td><td>3.71%</td><td>4.17%</td><td>5.45%</td><td>4.98%</td></tr><tr><td>Residential Facility</td><td>0.00%</td><td>0.00%</td><td>0.09%</td><td>0.12%</td><td>0.04%</td><td>0.05%</td></tr><tr><td>Total Early Childhood:</td><td>100.00%</td><td>100.00%</td><td>100.00%</td><td>100.00%</td><td>100.00%</td><td>100.00%</td></tr></table> <div>Committee Conclusions:</div> <div>At this time, data is only available for children receiving Part B services under IDEA. Part B Special Education placement data does not clearly identify the percentage of children who are placed in settings with typically developing children. The biggest problem with the interpretation of this data is that children in reverse mainstream classrooms are reported in Early Childhood Special Education Settings even though these children are in settings with typically developing peers. Missouri currently cannot break out this data.</div> <div>The redesigned First Steps program will be able to provide exit data and follow-up data for students exiting Part C. When this data is available, we will be better able to address this question.</div>		2000		2001		2002		Age	3	4	3	4	3	4	Home	4.56%	4.92%	5.43%	3.48%	4.12%	3.29%	Itinerant - Outside the Home	12.91%	16.61%	12.80%	13.83%	17.55%	20.14%	Early Childhood Setting	21.07%	25.87%	19.09%	25.54%	14.18%	21.32%	EC Special Education Setting	50.77%	44.48%	53.62%	49.00%	55.48%	47.92%	Separate School	6.27%	5.05%	5.26%	3.85%	3.18%	2.31%	PT EC / PT ECSE Setting	4.42%	3.06%	3.71%	4.17%	5.45%	4.98%	Residential Facility	0.00%	0.00%	0.09%	0.12%	0.04%	0.05%	Total Early Childhood:	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
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CLUSTER: GENERAL SUPERVISION (PART C)

OBJECTIVE: Effective general supervision of the implementation of the Individuals with Disabilities Education Act (IDEA) is ensured through the State Education Agency's (SEA) and Lead Agency's (LA) development and utilization of mechanisms and activities, in a coordinated system, that results in all eligible children with disabilities having an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE).

Notes:

- Components and indicators marked with an “*” are included in Cluster Lite.
- Related professional development is listed under the indicators. For descriptions of the professional development, please refer to the Comprehensive System of Professional Development section.
- General notes about the data analyzed in this report can be found in the Data Explanations section.

COMPONENT CG.1*: Are early intervention services (EIS) for children with disabilities ensured because the state's systems for monitoring and other mechanisms for ensuring compliance and parent and child protections are coordinated, and decision-making is based on the collection, analysis and utilization of data from all available sources?

Overview Answer: Statewide implementation of the redesigned First Steps system and practices should ensure the following:

- Improved coordination between families and providers
- Decision making between the Department of Elementary and Secondary Education (DESE), Central Finance Office (CFO) and System Points of Entry (SPOEs)
- Data collection and analysis based on the SPOE data system.

With the implementation of Phase 1, Missouri has data on infants and toddlers that can be used for monitoring the system, the availability of providers and costs for services.

Strengths: Missouri has taken a multi-year, comprehensive assessment including statewide system redesign, strong collaborative efforts between families, providers, Parents as Teachers (PAT), Head Start, school districts and other state agencies. Monitoring improvements have been made with the adoption of the SPOE data system. The State Interagency Coordinating Council (SICC) and Local Interagency Coordinating Councils (LICCs) were involved in the redesign and implementation of Phase 1.

Areas of Concern: The \$700,000 cut to the DESE supplemental request for additional general revenue funds in Spring 2002 for First Steps caused the training system and other administrative functions to be suspended from April through June of 2002. State budget cuts to the Department of Health and Senior Services (DHSS) and Department of Mental Health (DMH) have resulted in staff reductions that have affected the First Steps Service Coordination in Phase 1 and 2 areas. Although LICC participation was a strength in Phase 1, the cut in administrative funding for Phase 2 raises concerns that the local level of coordination between SPOEs and LICCs will be compromised.

Other Comments:

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION																																				
<p>CG.1.1*: Do parents have an awareness of and access to their right to effective systems for parent and child protections?</p> <p>Data Sources:</p> <ul style="list-style-type: none">• Solutions Report• 1997 State Monitoring Findings• Child Complaint logs• Due Process logs <p>Related CSPD:</p> <ul style="list-style-type: none">• First Steps Module – Orientation• First Steps Bulletins	<p>Data Summary:</p> <p style="text-align: right;">Solutions Report</p> <p>A review of the data indicated the following: 1,658 families were surveyed. 43.3 percent (or 713 families) ranked the following questions on a 0 to 4 scale, with 4 being “strongly agree”: “ My First Steps service coordinator explained my rights to me - 3.148. A second question concerning rights, “I know my rights and rights of my child” - 3.214.</p> <p>88 percent of families agreed to the survey statement, “I understand my rights under First Steps.” (n= 120)</p> <p style="text-align: center;">Monitoring and Child Complaint Data</p> <p>There were no findings that indicated that families were not provided the First Steps Parents Rights brochure. There have been no complaints filed alleging that rights were not explained or provided.</p> <p>Committee Conclusions:</p> <p>Phase 1 of System Point of Entry (SPOE) will be monitored during the Fall of 2002 to ensure that the provision of procedural safeguards occurs.</p>																																				
<p>CG.1.2*: Is the provision of Early Intervention Services (EIS) advanced by the timely resolution of complaints, mediations, due process hearings, and methods for ensuring compliance that correct identified deficiencies?</p> <p>Data Sources:</p> <ul style="list-style-type: none">• Due Process logs• Child Complaint logs	<p>Data Summary:</p> <p>Very few complaints, mediations and due process hearings have occurred in the Part C system. Of the few complaints and requests for hearings, all have been completed within timelines (thirty days for hearings, sixty days for complaints) and corrective actions have been implemented as needed.</p> <table><tr><td></td><td>1998</td><td>1999</td><td>2000</td><td>2001</td><td>2002</td></tr><tr><td>Due process hearings</td><td>1</td><td>0</td><td>0</td><td>1</td><td>1</td></tr><tr><td>Due Process Timelines</td><td>64 days*</td><td>---</td><td>---</td><td>Withdrawn</td><td>Withdrawn</td></tr><tr><td>Child complaints</td><td>2</td><td>3</td><td>1</td><td>1</td><td>2</td></tr><tr><td>Child complaint Timelines</td><td>54 days 42 days</td><td>47 days 52 days 46 days</td><td>58 days</td><td></td><td>51 days 59 days</td></tr><tr><td>Mediations</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> <p>* Parent requested an extension</p> <p>Committee Conclusions:</p> <p>Complaint resolution and due process requests are resolved in a timely manner.</p>		1998	1999	2000	2001	2002	Due process hearings	1	0	0	1	1	Due Process Timelines	64 days*	---	---	Withdrawn	Withdrawn	Child complaints	2	3	1	1	2	Child complaint Timelines	54 days 42 days	47 days 52 days 46 days	58 days		51 days 59 days	Mediations	0	0	0	0	0
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LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION																														
<p>CG.1.3*: Are systemic issues identified and remediated through the analysis of findings from complaint investigations, due process hearings, and information and data collected from all available sources?</p> <p>Data Sources:</p> <ul style="list-style-type: none">• Due Process and Complaint Tracking Logs• Findings• State Monitoring Results• State Self-Study• Solutions Report• Redesign Work plan	<p>Data Summary:</p> <p>Missouri developed and implemented state monitoring in 1996-99. Listed below are the systemic issues identified through the initial monitoring conducted in 1996 and subsequent evaluation activities. The identification of systemic issues led to the decision to “redesign” the First Steps system and to incorporate a data system that provides information for monitoring the system. Phase 1 SPOEs (covering eighteen counties in Missouri) began operation on April 1, 2002.</p> <table><tr><th colspan="3">Identification of Issues</th></tr><tr><th>Monitoring/Self-Study</th><th>Solutions Study</th><th>Conclusion/Remedy</th></tr><tr><td>1. Lack of adequate notices and consents for evaluations and early intervention services</td><td>Confirmed</td><td>Development of standard forms; training of service coordinators</td></tr><tr><td>2. Failure to meet the 45 day timeline for evaluation and IFSP development</td><td>Confirmed</td><td>Development of vendor-based private service coordination to enhance capacity</td></tr><tr><td>3. Lack of written notification of IFSP meetings</td><td>Not identified as a problem</td><td>Development of standard letter; training of service coordinators</td></tr><tr><td>4. Lack of an IFSP document with all required components</td><td>Confirmed</td><td>Development of standard forms; training of service coordinators</td></tr><tr><td>5. Lack of documentation of all early intervention services</td><td>Confirmed</td><td>Development of standard forms; training of service coordinators</td></tr><tr><td>6. Lack of documentation for required developmental assessments</td><td>Confirmed</td><td>Development of standard forms; training of service coordinators</td></tr><tr><td>7. Failure to notify the public of confidentiality procedures</td><td>Not examined</td><td>DESE to develop public announcement and publish statewide</td></tr><tr><td>8. Failure to appropriately apply eligibility criteria</td><td>Confirmed</td><td>Development of process document/form and development of training module to address this issue</td></tr></table>	Identification of Issues			Monitoring/Self-Study	Solutions Study	Conclusion/Remedy	1. Lack of adequate notices and consents for evaluations and early intervention services	Confirmed	Development of standard forms; training of service coordinators	2. Failure to meet the 45 day timeline for evaluation and IFSP development	Confirmed	Development of vendor-based private service coordination to enhance capacity	3. Lack of written notification of IFSP meetings	Not identified as a problem	Development of standard letter; training of service coordinators	4. Lack of an IFSP document with all required components	Confirmed	Development of standard forms; training of service coordinators	5. Lack of documentation of all early intervention services	Confirmed	Development of standard forms; training of service coordinators	6. Lack of documentation for required developmental assessments	Confirmed	Development of standard forms; training of service coordinators	7. Failure to notify the public of confidentiality procedures	Not examined	DESE to develop public announcement and publish statewide	8. Failure to appropriately apply eligibility criteria	Confirmed	Development of process document/form and development of training module to address this issue
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<p>CG.1.3*: Concluded</p>	<p>Committee Conclusions: Phase 1 SPOEs will be monitored for the items above, except number 7. Data reports from the new system include timelines so that desk reviews can occur. Monthly checks of the child data system began in May of 2002 to review the accuracy of the data. Onsite visits by the Compliance staff were conducted to provide technical assistance to all Phase 1 SPOEs in August 2002. Compliance monitoring of the SPOEs will begin in November 2002.</p>
<p>CG.1.4*: Are findings from complaint investigations, due process hearings and review decisions, and other data, used as an integral part of the state's monitoring system?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Due process and child complaint findings • Monitoring data 	<p>Data Summary: See CG.1.2 for child complaint and due process data. Compliance issues identified in the child complaints were: failure to use appropriately qualified personnel to conduct initial evaluations, failure to continue early intervention services due to change in family's residence, failure to conduct a complete evaluation, failure to refer a child potentially eligible for Part C, and failure of IFSP team to consider parent's request for 24 hour nursing services. Due process hearings have resulted in no identification of systemic issues.</p> <p>Committee Conclusions: This data is limited, however there were some compliance issues that matched the systemic issues identified by monitoring. Data system will provide information that can be used as part of the monitoring for child find (referral sources), timelines, other services provided, delivered services vs. planned services, and underserved populations (as related to languages spoken in the home).</p>
<p>CG.1.5*: Are deficiencies identified thru the state's system for ensuring general supervision corrected in a timely manner?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Monitoring and follow-up data 	<p>Data Summary: Several deficiencies in area offices were corrected however, there continued to be deficiencies that were not corrected within the timelines designated. The table below depicts the remedy of deficiencies through technical assistance and follow-up reviews. Some issues were remedied through redesign efforts.</p>

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION			
CG.1.5*: Continued	Monitoring Summary			
	Monitoring/Self-Study	Follow/up	Change	Phase 1 Initial Monitoring
	1. Lack of adequate notices and consents for evaluations and early intervention services	Resolved in all areas	Development of standard forms; training of service coordinators	SPOE staff was trained on the model forms in January and February of 2002. The child data system has been spot checked on a monthly basis beginning in May. Data elements from the forms that are required fields in the data system are being entered into the system.
	2. Failure to meet the 45 day timeline for evaluation and IFSP development	Unresolved: Poplar Bluff, Rolla, St. Louis	Development of vendor-based private service coordination to enhance capacity	Data system is being monitored. Follow-up discussions with SPOEs have been occurring.
	3. Lack of written notification of IFSP meetings	Unresolved: Poplar Bluff, Joplin, Rolla, Springfield, St. Louis	Development of standard letter; training of service coordinators	SPOE staff was trained on the model forms in January and February of 2002. The child data system has been spot checked on a monthly basis beginning in May. Data elements from the forms that are required fields in the data system are being entered into the system.
	4. Lack of an IFSP document with all required components	Unresolved: Poplar Bluff, Joplin	Development of standard forms; training of service coordinators	SPOE staff was trained on the model forms in January and February of 2002. The child data system has been spot checked on a monthly basis beginning in May. Data elements from the forms that are required fields in the data system are being entered into the system.
	5. Lack of documentation of all early intervention services	Unresolved: Poplar Bluff Joplin	Development of standard forms; training of service coordinators	SPOE staff was trained on the model forms in January and February of 2002. The child data system has been spot checked on a monthly basis beginning in May. Data elements from the forms that are required fields in the data system are being entered into the system.
	6. Lack of documentation for required developmental assessments	Unresolved: Rolla	Development of standard forms; training of service coordinators	SPOE staff was trained on the model forms in January and February of 2002. The child data system has been spot checked on a monthly basis beginning in May. Data elements from the forms that are required fields in the data system are being entered into the system.

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION												
CG.1.5*: Concluded	Monitoring Findings: Concluded												
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Committee Conclusions:													
The new data system will be used as much as possible to identify deficiencies in the state’s system. Redesign activities have instituted standard forms to correct documentation issues and a new system of required training has been developed. DESE is developing and instituting routine desk reviews of aggregated data and flagging specific problem areas for targeted technical assistance and on-site monitoring.													
CG.1.6*: Are enforcement actions used when necessary to address persistent deficiencies? Data sources: <ul style="list-style-type: none">Part C Monitoring Findings	Data Summary:												
	Committee Conclusions:												

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<p>CG.1.7*: Are complaint investigations, mediations, and due process hearings and reviews conducted in a timely manner?</p> <p>Data Sources:</p> <ul style="list-style-type: none">• Child Complaint log• Due Process logs• Mediation logs	<p>Data Summary:</p> <table><tr><td></td><td>1998</td><td>1999</td><td>2000</td><td>2001</td><td>2002</td></tr><tr><td>Due process hearings</td><td>1</td><td>0</td><td>0</td><td>1</td><td>1</td></tr><tr><td>Due Process Timelines</td><td>64 days*</td><td>---</td><td>---</td><td>Withdrawn</td><td>Withdrawn</td></tr><tr><td>Child complaints</td><td>2</td><td>3</td><td>1</td><td>1</td><td>2</td></tr><tr><td>Child complaint Timelines</td><td>54 days 42 days</td><td>47 days 52 days 46 days</td><td>58 days</td><td></td><td>51 days 59 days</td></tr><tr><td>Mediations</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> <p>* Parent requested an extension</p> <p>Committee Conclusions: Child complaints and due process requests are resolved in a timely manner.</p>		1998	1999	2000	2001	2002	Due process hearings	1	0	0	1	1	Due Process Timelines	64 days*	---	---	Withdrawn	Withdrawn	Child complaints	2	3	1	1	2	Child complaint Timelines	54 days 42 days	47 days 52 days 46 days	58 days		51 days 59 days	Mediations	0	0	0	0	0
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COMPONENT CG.2*: Are appropriate and timely services ensured through interagency coordination and assignment of fiscal responsibility?

<p>Overview Answer: Interagency Agreements have been revised consistent with the redesigned First Steps system. The System Point of Entry (SPOE) data system is operational in the Phase 1 sites. Phase 2 will begin February 2003 and will cover the remainder of the state. In beginning a new system, there have been difficulties with the operation of the data system; delays at the SPOEs due to unfamiliarity with the system, late hiring of staff, delays with data entry and slow provider enrollment. DESE is aware of these issues with start-up and is making adjustments with Phase 2 to alleviate these problems. The SPOE data system is operating, SPOE training is being revised to take a more cohesive look at the flow of information from forms to the data system, a three-month time span will be in place to allow contractors to hire staff prior to the start-up date, and provider enrollment is occurring now.</p>
<p>Strengths: The SPOE data system can be monitored from the state level. There are expanded opportunities for Medicaid revenues through targeted case management and administrative claiming. DESE is contracting with the CFO to minimize duplication, and improve the cost efficiency and effectiveness of the system.</p>
<p>Areas of Concern:</p>
<p>Other Comments: All stakeholders are continuing to work together through the implementation phase.</p>

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION																					
<p>CG.2.1*: Are child find, evaluation and provision of services, coordinated through interagency agreements and other mechanisms?</p> <p>Data Sources:</p> <ul style="list-style-type: none">• Interagency Agreements:• Department of Mental Health (DMH)• Department of Health and Senior Services (DHSS)• Department of Social Services, Division of Medical Services (DMS)	<p>Data Summary: Interagency agreements address all required components. Interagency agreements are specific and identify procedures and expectations. Key factors in each interagency agreement are shown below.</p> <table><tr><th>Agency</th><th>Key Factors</th><th>Impact/Effectiveness</th></tr><tr><td rowspan="3">DMH</td><td>Child Find</td><td rowspan="3">Provides resource for ongoing service coordination Commits Purchase of Service Funds to Early Intervention (EI) system</td></tr><tr><td>Provision of Services</td></tr><tr><td>Payment</td></tr><tr><td rowspan="3">DHSS</td><td>Child Find</td><td rowspan="3">Provides resource for ongoing service coordination for children dually enrolled in Title V and First Steps Provides resource for Child Find; coordinates newborn hearing screen program</td></tr><tr><td>Provision of Services</td></tr><tr><td>Payment</td></tr><tr><td rowspan="6">DMS</td><td>Child Find</td><td rowspan="6">Increases capacity for private service coordination. Increases federal revenues for service coordination under the Targeted Case Management. Increases federal revenues for administrative duties. Streamlines provider enrollment for service coordination, PT, OT, and Speech/Language providers.</td></tr><tr><td>Provision of Services</td></tr><tr><td>Payment</td></tr><tr><td>Targeted Case Management</td></tr><tr><td>Administrative Claiming</td></tr><tr><td>Organized Health Delivery System (OT, PT, SP, SC)</td></tr></table> <p>Committee Conclusions: Interagency agreements are in place with key state agencies that contribute resources and/or funding to the system.</p>	Agency	Key Factors	Impact/Effectiveness	DMH	Child Find	Provides resource for ongoing service coordination Commits Purchase of Service Funds to Early Intervention (EI) system	Provision of Services	Payment	DHSS	Child Find	Provides resource for ongoing service coordination for children dually enrolled in Title V and First Steps Provides resource for Child Find; coordinates newborn hearing screen program	Provision of Services	Payment	DMS	Child Find	Increases capacity for private service coordination. Increases federal revenues for service coordination under the Targeted Case Management. Increases federal revenues for administrative duties. Streamlines provider enrollment for service coordination, PT, OT, and Speech/Language providers.	Provision of Services	Payment	Targeted Case Management	Administrative Claiming	Organized Health Delivery System (OT, PT, SP, SC)
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<p>CG.2.2*: Does the lead agency develop and implement coordinated service systems to minimize duplication and ensure effective services delivery?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Interagency Agreements • Solutions Report • Financial Data 	<p>Data Summary: There is a combined enrollment form for families that provides easier access to a number of state programs. One System Point of Entry (SPOE) is designated for each regional area. The SPOE is responsible for acting upon all referrals to First Steps. Standardized forms have also been developed and are in use. Provider enrollment establishes contracts with the four key state agencies with one set of forms.</p> <p>Committee Conclusions: Continue implementation of combined enrollment, contracting procedures and SPOEs.</p>

COMPONENT CG.3*: Do appropriately trained public and private providers, administrators, teachers and paraprofessionals provide services to infants and toddlers?

Overview Answer: All types of providers including service coordinators are enrolling in the trainings and with the Central Finance Office (CFO).

Strengths: A Missouri Early Intervention (EI) credential is required for providers in the state. Training is available on a regional basis. CFO is enrolling providers in the system.

Areas of Concern: The \$700,000 cut to the DESE supplemental request for additional general revenue funds in Spring 2002 for First Steps caused the training system and other administrative functions to be suspended from April through June of 2002. Statewide Training was able to started up again in August 2002. Providers have been granted a grace period until Dec 2002 to obtain needed trainings. State budget cuts to the Departments of Health and Senior Services (DHSS) and Department of Mental Health (DMH) have resulted in staff reductions that have affected the First Steps Service Coordination in Phase 1 and 2 areas.

Other Comments: Two additional modules, "Teaming" and "Collaboration and Natural Environments," have been developed but not implemented due to budget cuts.

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<p>CG.3.1*: Are there sufficient numbers of qualified teachers and related service providers (early intervention providers) to meet the identified needs of all children with disabilities?</p> <p>Data Sources:</p> <ul style="list-style-type: none">SPOE database <p>Related CSPD:</p> <ul style="list-style-type: none">First Steps Modules – Orientation, Assessment and Eligibility, IFSP in Natural Environments, Movin’ On: Transition, Service CoordinationFirst Steps Bulletins	<p>Data Summary:</p> <table><tr><th colspan="4">Phase 1 Early Intervention Services and Personnel</th></tr><tr><th></th><th>Number of Services Received</th><th>Number of Enrolled Providers</th><th>Average Caseload</th></tr><tr><td>Early Intervention Services Personnel</td><td></td><td></td><td></td></tr><tr><td>Total</td><td>10,032</td><td>1,222</td><td>8.21</td></tr><tr><td>ABA</td><td>55</td><td>44</td><td>1.25</td></tr><tr><td>Assistive Technology Providers</td><td>595</td><td>73</td><td>8.15</td></tr><tr><td>Audiologists</td><td>109</td><td>11</td><td>9.91</td></tr><tr><td>Interpreters (Bilingual and Sign)</td><td>20</td><td>12</td><td>1.67</td></tr><tr><td>Nurses</td><td>21</td><td>13</td><td>1.62</td></tr><tr><td>Nutritionists</td><td>274</td><td>7</td><td>39.14</td></tr><tr><td>Occupational Therapists</td><td>1,858</td><td>276</td><td>6.73</td></tr><tr><td>Orientation and Mobility Specialists</td><td>-</td><td>2</td><td>0.00</td></tr><tr><td>Paraprofessionals</td><td>-</td><td>4</td><td>0.00</td></tr><tr><td>Parent Advisors for Child with Sensory Impairment</td><td>10</td><td>4</td><td>2.50</td></tr><tr><td>Physical Therapists</td><td>1,869</td><td>218</td><td>8.57</td></tr><tr><td>Physicians and Pediatricians</td><td>1</td><td>2</td><td>0.50</td></tr><tr><td>Psychologists</td><td>-</td><td>6</td><td>0.00</td></tr><tr><td>Service Coordination</td><td>1,166</td><td>62</td><td>18.81</td></tr><tr><td>Social Workers</td><td>84</td><td>15</td><td>5.60</td></tr><tr><td>Special Instruction</td><td>1,330</td><td>143</td><td>9.30</td></tr><tr><td>Speech and Language Pathologists</td><td>2,640</td><td>330</td><td>8.00</td></tr></table> <p>Committee Conclusions:</p> <p>There appears to be sufficient personnel to provide early intervention services in Missouri. DESE will continue to review and analyze data for utilization rates, enrollment of providers and needs on a regional basis.</p>	Phase 1 Early Intervention Services and Personnel					Number of Services Received	Number of Enrolled Providers	Average Caseload	Early Intervention Services Personnel				Total	10,032	1,222	8.21	ABA	55	44	1.25	Assistive Technology Providers	595	73	8.15	Audiologists	109	11	9.91	Interpreters (Bilingual and Sign)	20	12	1.67	Nurses	21	13	1.62	Nutritionists	274	7	39.14	Occupational Therapists	1,858	276	6.73	Orientation and Mobility Specialists	-	2	0.00	Paraprofessionals	-	4	0.00	Parent Advisors for Child with Sensory Impairment	10	4	2.50	Physical Therapists	1,869	218	8.57	Physicians and Pediatricians	1	2	0.50	Psychologists	-	6	0.00	Service Coordination	1,166	62	18.81	Social Workers	84	15	5.60	Special Instruction	1,330	143	9.30	Speech and Language Pathologists	2,640	330	8.00
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CLUSTER: COMPREHENSIVE PUBLIC AWARENESS AND CHILD FIND SYSTEM

OBJECTIVE: All infants and toddlers with developmental delays, disabilities, and/or who are at-risk are identified, evaluated and referred for services.

Notes:

- Components and indicators marked with an “*” are included in Cluster Lite.
- Related professional development is listed under the indicators. For descriptions of the professional development, please refer to the Comprehensive System of Professional Development section.
- General notes about the data analyzed in this report can be found in the Data Explanations section.

COMPONENT CC*.1: Does the implementation of a comprehensive, coordinated Child Find system result in the identification, evaluation and assessment of all eligible infants and toddlers?

<p>Overview Answer: Based on the current census and child count numbers of infants and toddlers identified under the old system, Missouri does not identify or evaluate all eligible infants and toddlers. Based on preliminary data from Phase I, we are seeing increases in the identification of infants and toddlers in the counties in Phase 1.</p>
<p>Strengths: The individual child record system will provide improved data regarding referral sources. Regionally based SPOEs will provide easier access to the system. An expanded provider base will improve availability of services.</p>
<p>Areas of Concern: Missouri's eligibility criterion does not include at-risk infants and toddlers. According to the December 1, 2001 child count, Missouri is currently serving 1.28 percent of the population of infants and toddlers. This percent is much lower than national baseline of 1.81 percent for states not serving at-risk children. The percent of racial/ethnic groups served by First Steps is not consistent with Missouri demographics. Current state budget constraints are a concern. Continued work with the medical community to refer infants and toddlers to the First Step program is needed.</p>
<p>Other Comments: The redesign recommended the Missouri eligibility criteria be expanded to identify a broader range of at-risk infants and toddlers. Due to the current state budget constraints, this recommendation is currently not being considered.</p>

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<p>CC.1.1*: Is the percentage of eligible infants and toddlers identified and referred comparable to national demographic data for the percentage of infants and toddlers with development delays?</p> <p>Data Sources:</p> <ul style="list-style-type: none">• State 618 data• US Census, 2000• SPOE database <p>Related CSPD:</p> <ul style="list-style-type: none">• First Steps Module –Assessment and Eligibility• First Steps Bulletins	<p>Data Summary:</p> <p style="text-align: center;">Number and Percent of Infants and Toddlers Receiving Early Intervention Services</p> <table><tr><th></th><th>Birth to 1 (0-12 months)</th><th>1 to 2 (12-24 months)</th><th>2 to 3 (24-36 months)</th><th>Total (0-36 months)</th></tr><tr><td>2001 Child Count</td><td>309</td><td>873</td><td>1,643</td><td>2,825</td></tr><tr><td>Missouri Population</td><td>72,842</td><td>74,277</td><td>73,949</td><td>221,068</td></tr><tr><td>Part C Participation</td><td>0.42%</td><td>1.18%</td><td>2.22%</td><td>1.28%</td></tr><tr><td>National Participation</td><td>0.94%</td><td>Unknown</td><td>Unknown</td><td>1.81%</td></tr><tr><td>Phase 1 Child Count</td><td>146</td><td>403</td><td>924</td><td>1,473</td></tr><tr><td>Phase 1 Population</td><td>27,200</td><td>28,107</td><td>28,292</td><td>83,599</td></tr><tr><td>Phase 1 Participation</td><td>0.54%</td><td>1.43%</td><td>3.27%</td><td>1.76%</td></tr></table> <p style="text-align: center;">Infants and Toddlers Receiving Early Intervention Services By Racial/Ethnic Category</p> <p style="text-align: center;">As of December 1, 2001</p> <table><tr><th></th><th colspan="2">First Steps</th><th colspan="2">Missouri</th></tr><tr><td>American Indian or Alaska Native</td><td>3</td><td>0.11%</td><td>6,137</td><td>0.43%</td></tr><tr><td>Asian or Pacific Islander</td><td>26</td><td>0.92%</td><td>15,233</td><td>1.07%</td></tr><tr><td>Black (Not Hispanic)</td><td>354</td><td>12.53%</td><td>234,626</td><td>16.43%</td></tr><tr><td>Hispanic</td><td>55</td><td>1.95%</td><td>42,713</td><td>2.99%</td></tr><tr><td>White (Not Hispanic)</td><td>2,387</td><td>84.50%</td><td>1,128,983</td><td>79.08%</td></tr><tr><td>Total</td><td>2,825</td><td>100.00%</td><td>1,427,692</td><td>100.00%</td></tr></table> <p>*Missouri data represents all children under age eighteen. Source: 2001 Missouri Kids Count.</p> <p>Committee Conclusions:</p> <p>The Missouri percentages are below the 2 percent national estimates. The Phase 1 SPOE data indicates improving child find in that participation rates are higher than under the old First Steps system. The percent of racial/ethnic groups served by First Steps is not consistent with Missouri demographics.</p>		Birth to 1 (0-12 months)	1 to 2 (12-24 months)	2 to 3 (24-36 months)	Total (0-36 months)	2001 Child Count	309	873	1,643	2,825	Missouri Population	72,842	74,277	73,949	221,068	Part C Participation	0.42%	1.18%	2.22%	1.28%	National Participation	0.94%	Unknown	Unknown	1.81%	Phase 1 Child Count	146	403	924	1,473	Phase 1 Population	27,200	28,107	28,292	83,599	Phase 1 Participation	0.54%	1.43%	3.27%	1.76%		First Steps		Missouri		American Indian or Alaska Native	3	0.11%	6,137	0.43%	Asian or Pacific Islander	26	0.92%	15,233	1.07%	Black (Not Hispanic)	354	12.53%	234,626	16.43%	Hispanic	55	1.95%	42,713	2.99%	White (Not Hispanic)	2,387	84.50%	1,128,983	79.08%	Total	2,825	100.00%	1,427,692	100.00%
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<p>CC.1.2*: Is the percentage of eligible infants with disabilities under the age of one that are receiving Part C services comparable with national and state prevalence data?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • State 618 data • US Census, 2000 • SPOE database <p>Related CSPD:</p> <ul style="list-style-type: none"> • First Steps Module –Assessment and Eligibility • First Steps Bulletins 	<p>Data Summary: See data table in CC.1.1.</p> <p>Committee Conclusions: The participation rate for infants with disabilities under the age of one is lower than national prevalence data. The Phase 1 SPOE data indicates slightly improved child find in that the participation rate for this age group went from 0.42 percent to 0.54 percent.</p>

COMPONENT CC.2*: Do families have access to culturally relevant materials that inform and promote referral of eligible infants and toddlers to the child find system?

Overview Answer: Currently, information is available only in English and Spanish.
Strengths: First Steps materials have been revised to address the new system, and a plan was developed to offer materials in other languages. The new child data system will provide improved reporting on racial/ethnic groups. This information can be compared with county census data to determine appropriate percentages of minority groups to target. Materials can then be made available to the SPOEs based on the ethnic composition of the counties they serve.
Areas of Concern: A public awareness campaign to target under represented groups needs to be developed.
Other Comments:

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<p>CC.2.1*: Do families have access to culturally relevant materials that inform and promote referral of eligible infants and toddlers to the child find system?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Public Awareness Plan • First Steps Informing Materials (brochure, poster) 	<p>Data Summary: First Steps Together posters, which were general awareness and referral posters, were developed in Spanish and disseminated to regional centers, Division of Family Services (DFS) offices, Local Interagency Coordinating Councils (LICCs) and Department of Health and Senior Services (DHSS). Public awareness brochures are printed in English, Spanish and other languages will be developed depending upon area needs.</p> <p>Committee Conclusions: There is a need to develop and implement a Public Awareness Plan to target specific racial/ethnic groups that will promote referrals of diverse populations.</p>

CLUSTER: FAMILY-CENTERED SERVICES

OBJECTIVE: Outcomes for infants and toddlers and their families are enhanced by family-centered supports and systems of services

Notes:

- Components and indicators marked with an “*” are included in Cluster Lite.
- Related professional development is listed under the indicators. For descriptions of the professional development, please refer to the Comprehensive System of Professional Development section.
- General notes about the data analyzed in this report can be found in the Data Explanations section.

Component CF.1*: Do family supports, services and resources enhance outcomes for infants and toddlers and their families?

Overview Answer: We are unable to answer this question based on existing data.

Strengths: The Missouri First Steps training system included parents as a part of the training team. Families are involved throughout the First Steps process and have been actively involved in all redesign activities. A survey of families six months post exit from the First Steps system will attempt to gather information on this component.

Areas of Concern: Missouri does not currently have any data that addresses this component.

Other Comments: There is a national debate concerning how to document family-centered services and how the services enhance outcomes for infants and toddlers. Missouri currently interprets family-centered practices as having families involved throughout the First Steps system. Examples include involvement with statewide committees, using parents as trainers as well as parents being involved in their child's education.

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<p>CF.1.1*: Do families report that early intervention services have increased their family’s capacity to enhance their child’s development?</p> <p>Data Sources:</p> <ul style="list-style-type: none">• Solutions Study• Draft Survey	<p>Data Summary:</p> <p>Currently there is no data collected from families. The Solutions study, which surveyed 73 families who had exited First Steps and 120 enrolled families is the most recent data, but is now three years old. A follow-up survey of families will be implemented that will collect baseline information from families six months post exit.</p> <p>Committee Conclusions:</p> <p>The state needs to collect, review and analyze the pilot survey data. The questions and format will be revised based on input. Discussions are underway with the CFO to determine an efficient method for ongoing collection of the information.</p>																					
<p>CF.1.2*: Are family-centered practices embedded in all aspects of early intervention process from initial identification through the child’s transition to Part B or other services? Are families involved in the IFSP process?</p> <p>Data Sources:</p> <ul style="list-style-type: none">• Solutions Study• Phase I Form <p>Related CSPD:</p> <ul style="list-style-type: none">• First Steps Modules – Orientation, Assessment and Eligibility, IFSP in Natural Environments, Movin’ On: Transition, Service Coordination• First Steps Bulletins	<p>Data Summary:</p> <p style="text-align: center;">Solutions Study</p> <p>Family responses to specific questions asked during the Solutions study were as follows:</p> <p style="text-align: center;">Exited families:</p> <p>I feel I was listened to and that my opinion was valued by my service providers—76 percent responded agree/strongly agree</p> <p>I feel I was listened to and that my opinion was valued by my service coordinator—75 percent responded agree/strongly agree</p> <p style="text-align: center;">Enrolled families:</p> <p>I was offered a chance to discuss my concerns and priorities for my child—94 percent responded Yes</p> <p>I had a choice about how I could be involved in the evaluation or assessment—73 percent responded Yes</p> <p style="text-align: center;">Enrolled families:</p> <table><tr><th>Item</th><th>Agree</th><th>Strongly Agree</th></tr><tr><td>I was given enough information about service options so that I could make choices about the services</td><td>44%</td><td>43%</td></tr><tr><td>My First Steps team really listens to me</td><td>34%</td><td>39%</td></tr><tr><td>I am given time to talk about my experiences and things that are important to me</td><td>35%</td><td>41%</td></tr><tr><td>I am treated as the true expert about my child when planning and providing services</td><td>40%</td><td>39%</td></tr><tr><td>Parents are asked to share their knowledge and perception of their family concern, priorities, and resources.</td><td>54%</td><td>22%</td></tr><tr><td>Parents are asked to share their knowledge and perception of their child's current and emerging skills, abilities and interests</td><td>49%</td><td>28%</td></tr></table>	Item	Agree	Strongly Agree	I was given enough information about service options so that I could make choices about the services	44%	43%	My First Steps team really listens to me	34%	39%	I am given time to talk about my experiences and things that are important to me	35%	41%	I am treated as the true expert about my child when planning and providing services	40%	39%	Parents are asked to share their knowledge and perception of their family concern, priorities, and resources.	54%	22%	Parents are asked to share their knowledge and perception of their child's current and emerging skills, abilities and interests	49%	28%
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<p>CF.1.2*: Concluded</p>	<p>Standard individualized family service plan (IFSP) forms include worksheets for the family to complete as preparation for the IFSP meeting. Service coordination reimbursement has been designed to allow for individualized pacing with each family. Families represent approximately 28 percent of the membership for State Interagency Coordinating Councils (SICCs) and families are part of workgroups for policy/procedure development. All training provided through the regional system includes a family member as a co-trainer during 2002-2003.</p> <p>Committee Conclusions: Review of data indicates that currently there is no measure of families' perception of family-centered practices, however family-centered practices are embedded throughout First Steps process/forms.</p>

CLUSTER: EARLY INTERVENTION SERVICES IN NATURAL ENVIRONMENTS

OBJECTIVE: Eligible infants and toddlers and their families receive early intervention services in natural environments appropriate for the child

Notes:

- Components and indicators marked with an “*” are included in Cluster Lite.
- Related professional development is listed under the indicators. For descriptions of the professional development, please refer to the Comprehensive System of Professional Development section.
- General notes about the data analyzed in this report can be found in the Data Explanations section.

Component CE.1*: Does family-centered service coordination effectively facilitate ongoing, timely early intervention services in natural environments?

Overview Answer: This area was recognized as a concern under the old system. A focus area of the new system is to expand the quality and availability of service coordination. Preliminary data indicates the expanded availability and training for service coordinators. At this time, the data from the new system is showing an increase in the number of service coordinators along with the corresponding decrease in average caseloads for the service coordinators. Due to the start-up of the new system, there have been difficulties with the operation of the data system; delays at the System Point of Entry (SPOEs) due to unfamiliarity with the system, late hiring of staff, delays with data entry and slow provider enrollment. The Department of Elementary and Secondary Education (DESE) is aware of these issues with start-up and are making adjustments with Phase 2 to alleviate these problems. The SPOE data system is operating, SPOE training is being revised to take a more cohesive look at the flow of information from forms to the data system, a three-month time span will be in place to allow contractors to hire staff prior to the start-up date, and provider enrollment is occurring now. The new system includes both intake service coordinators who are SPOE employees as well as ongoing service coordinators who are contracted through DESE. This dual system of service coordination and the improved data system should assist in the delivery of timely early intervention services.

Strengths: The individual child data system includes more detailed information regarding timelines and location of services. Independent Service Coordinators (ISCs) are enrolling as providers in the new system. Targeted case management expands support for service coordination activities. This dual system of service coordination and the improved data system should assist in the delivery of timely early intervention services.

Areas of Concern: The timeliness of the data entry that is occurring during the start-up of the new system is an issue.

Other Comments: A draft recruitment plan for independent service coordinators has been developed. DESE will conduct an analysis comparing infants and toddlers identified under the old system (conversion kids) and newly identified infants and toddlers to determine differences in kinds and levels of services.

LIST THE QUESTIONS THE COMMITTEE STUDIED AND THE DATA SOURCES REVIEWED	SUMMARIZE THE CURRENT STATUS AND CONCLUSIONS FOR THIS QUESTION																																																																																																														
<p>CE.1.1*: Does each child and family have a service coordinator that assists him or her in receiving timely early intervention services (EIS) in natural environments (NE)?</p> <p>Data Sources:</p> <ul style="list-style-type: none">• State Monitoring Reports• SPOE database• Child Complaint Logs/Findings• Memos from Department of Mental Health (DMH), Department of Health and Senior Services (DHSS)• State Interagency Coordinating Council (SICC) Minutes <p>Related CSPD:</p> <ul style="list-style-type: none">• First Steps Module – Individualized Family Service Plan (IFSP) in Natural Environments• First Steps Bulletins	<p>Data Summary:</p> <p>All families are assigned an intake service coordinator upon referral. Previous state and federal monitoring found no problems in this area and no child complaints have been filed concerning service coordination or receipt of early intervention services in the natural environment as soon as possible.</p> <p>Previous monitoring found high caseloads for service coordinators in both the Department of Health and Senior Services (DHSS) and Department of Mental Health (DOH). DOH contracted with local health departments to provide First Steps service coordination in areas of high need—Kansas City and Springfield during FY 01 and 02. DMH began contracted service coordination in Kansas City and St. Louis county during FY 02. The system redesign recommended that independent service coordination be developed to address the caseload issues of the state agencies. The Division of Medical Services has approved a new Medicaid Targeted Case Management for First Steps.</p> <p style="text-align: center;">Average Service Coordinator Caseloads</p> <table><tr><th>Area</th><th>Number of Service Coordinators</th><th>Average Caseload</th><th>Average days from referred to IFSP</th></tr><tr><td>Phase I (Eighteen counties in new system)</td><td>48</td><td>22.64</td><td>60.8</td></tr><tr><td>Statewide (old system)</td><td>56</td><td>56.96</td><td>Unknown</td></tr></table> <p style="text-align: center;">Number of Children by Length of Time from Referral to IFSP*</p> <table><tr><th>County</th><th>St Louis</th><th>St Louis City</th><th>St Charles</th><th>Davies</th><th>Clay</th><th>Platte</th><th>Ray</th></tr><tr><td>SPOE</td><td>1000</td><td>1000</td><td>1100</td><td>1200</td><td>1300</td><td>1300</td><td>1300</td></tr><tr><td><= 45 days</td><td>29</td><td>5</td><td>23</td><td>0</td><td>23</td><td>6</td><td>3</td></tr><tr><td>46-50 days</td><td>12</td><td>1</td><td>5</td><td>0</td><td>0</td><td>1</td><td>0</td></tr><tr><td>>50 days</td><td>141</td><td>22</td><td>30</td><td>1</td><td>8</td><td>5</td><td>0</td></tr><tr><td>Total</td><td>182</td><td>28</td><td>58</td><td>1</td><td>31</td><td>12</td><td>3</td></tr><tr><td>%>45 days</td><td>84.07%</td><td>82.14%</td><td>60.34%</td><td>100.00%</td><td>25.81%</td><td>50.00%</td><td>0.00%</td></tr></table> <table><tr><th>County</th><th>Andrew</th><th>Buchanan</th><th>Caldwell</th><th>Clinton</th><th>DeKalb</th></tr><tr><td>SPOE</td><td>1400</td><td>1400</td><td>1400</td><td>1400</td><td>1400</td></tr><tr><td><= 45 days</td><td>1</td><td>1</td><td>23</td><td>2</td><td>0</td></tr><tr><td>46-50 days</td><td>1</td><td>0</td><td>0</td><td>1</td><td>0</td></tr><tr><td>>50 days</td><td>2</td><td>1</td><td>8</td><td>0</td><td>2</td></tr><tr><td>Total</td><td>4</td><td>2</td><td>31</td><td>3</td><td>2</td></tr><tr><td>%>45 days</td><td>75.00%</td><td>50.00%</td><td>25.81%</td><td>33.33%</td><td>100.00%</td></tr></table>	Area	Number of Service Coordinators	Average Caseload	Average days from referred to IFSP	Phase I (Eighteen counties in new system)	48	22.64	60.8	Statewide (old system)	56	56.96	Unknown	County	St Louis	St Louis City	St Charles	Davies	Clay	Platte	Ray	SPOE	1000	1000	1100	1200	1300	1300	1300	<= 45 days	29	5	23	0	23	6	3	46-50 days	12	1	5	0	0	1	0	>50 days	141	22	30	1	8	5	0	Total	182	28	58	1	31	12	3	%>45 days	84.07%	82.14%	60.34%	100.00%	25.81%	50.00%	0.00%	County	Andrew	Buchanan	Caldwell	Clinton	DeKalb	SPOE	1400	1400	1400	1400	1400	<= 45 days	1	1	23	2	0	46-50 days	1	0	0	1	0	>50 days	2	1	8	0	2	Total	4	2	31	3	2	%>45 days	75.00%	50.00%	25.81%	33.33%	100.00%
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<p>CE.1.1*: Concluded</p>	<p>* Data is for referrals from 4/1/02 to 9/9/02 and does not include any children still in the referral process.</p> <p>Committee Conclusions: Currently, Compliance monitoring staff is working with the SPOEs to determine the underlying causes of the cases that exceed forty-five days. Under the redesign, families are assigned an intake coordinator within two working days. Separating service coordination tasks into two separate roles, one for intake and one for ongoing service coordination, should also help with timely services. The new data system will identify any area office where timelines are problematic. Phase 1 Service Coordination indicates an expanded pool of independent service coordinators.</p>
<p>CE.1.2: Does service coordination training address the special knowledge, skills and abilities needed to serve the unique needs of eligible infants and toddlers and their families?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Service Coordination Module Training Record • Competencies for Early Intervention Services <p>Related CSPD:</p> <ul style="list-style-type: none"> • First Steps Modules – Orientation, Assessment and Eligibility, IFSP in Natural Environments, Movin’ On: Transition, Service Coordination • First Steps Bulletins 	<p>Data Summary: The new training system has a service coordination module that is required for service coordinators. This module focuses on the specific knowledge, skills and abilities required in First Steps.</p> <p>Committee Conclusions: Training content and requirements are designed to appropriately prepare service coordinators. DESE needs to develop a survey of service coordinators to assess their perspectives on this training and monitor the system for changes in practice reflected by the training competencies.</p>

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<p>CE.1.3: Does training address the identified Comprehensive System of Personnel Development (CSPD) needs of service coordinators?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Training Modules • Early Intervention Credential Guide 	<p>Data Summary: The new training system currently requires core modules that service coordinators must successfully complete. These modules are:</p> <ol style="list-style-type: none"> 1. Orientation to First Steps, 2. Evaluation and Assessment in First Steps, 3. IFSP Services in Natural Environments, 4. Movin' On: Transition in First Steps and 5. Service Coordination. <p>Competencies and a training module (Service Coordination in First Steps) have been developed that address the specific skills needed to be successful as a service coordinator. A comparison made between data sources found that competencies and training needs were in alignment.</p> <p>Committee Conclusions: Training content and requirements are designed to appropriately prepare service coordinators. DESE needs to develop a survey of service coordinators to assess their perspectives on this training and monitor the system for changes in practice reflected by the training competencies.</p>

COMPONENT CE.2*: Does the evaluation and assessment of child and family needs lead to identification of all child needs, as well as all family needs, related to enhancing the development of the child?

Overview Answer: No data is available to answer this component.
Strengths: A training module has been developed to address evaluation and assessment.
Areas of Concern: No relevant data is available.
Other Comments:

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<p>CE.2.1*: Does the evaluation and assessment of child and family needs lead to identification of all child needs, as well as all family needs, related to enhancing the development of the child?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Policy documents • Evaluation & Assessment Module <p>Related CSPD:</p> <ul style="list-style-type: none"> • First Steps Module – Assessment and Eligibility 	<p>Data Summary: No data is available to address this question.</p> <p>Committee Conclusions: No data is available. The new SPOE data system is being reviewed to determine how Compliance monitoring staff can address this issue including possible development of Family Survey and analysis of Individualized Family Service Plan (IFSP).</p>

COMPONENT CE.3*: Are appropriate early intervention services in natural environments and informal supports meeting the unique needs of eligible infants and toddlers and their families?

<p>Overview Answer: A significant number of families receive services in Natural Environments and these services have increased from 56 percent in 1998 to 92 percent in 2001 (includes the categories of Home and Program for Typically Developing Children). The majority of services are provided in homes.</p>
<p>Strengths: Training has been developed on Individualized Family Service Plans (IFSPs) in Natural Environments (NE). Trend data is showing that the majority of services are provided in Natural Environments.</p>
<p>Areas of Concern: There is no information included in the data system that measures improved and sustained functional abilities for infants and toddlers with disabilities. The feasibility of the provision of low incidence and specialized services in rural areas with Phase 2 implementation is a concern.</p>
<p>Other Comments:</p>

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<p>CE.3.1*: What percentage of children are receiving age-appropriate service primarily in home, community-based settings, and in programs designed for typically developing peers?</p> <p>Data Sources:</p> <ul style="list-style-type: none">State 618 data	<p>Data Summary:</p> <table><tr><th colspan="9">Primary Settings of Early Intervention Services Received in Accordance with Part C: 1998 - 2001</th></tr><tr><th rowspan="2">Primary Setting</th><th colspan="2">1998</th><th colspan="2">1999</th><th colspan="2">2000</th><th colspan="2">2001</th></tr><tr><th>#</th><th>%</th><th>#</th><th>%</th><th>#</th><th>%</th><th>#</th><th>%</th></tr><tr><td>Program for Children with Disabilities</td><td>594</td><td>23.73</td><td>194</td><td>7.28</td><td>200</td><td>6.58</td><td>133</td><td>4.71</td></tr><tr><td>Program for Typically Developing Children</td><td>152</td><td>6.07</td><td>271</td><td>10.17</td><td>291</td><td>9.58</td><td>153</td><td>5.42</td></tr><tr><td>Home</td><td>1,250</td><td>49.94</td><td>1,895</td><td>71.08</td><td>2,341</td><td>77.03</td><td>2,442</td><td>86.44</td></tr><tr><td>Hospital (Inpatient)</td><td>22</td><td>0.88</td><td>44</td><td>1.65</td><td>5</td><td>0.16</td><td>2</td><td>0.07</td></tr><tr><td>Residential Facility</td><td>5</td><td>0.20</td><td>1</td><td>0.04</td><td>8</td><td>0.26</td><td>2</td><td>0.07</td></tr><tr><td>Service Provider Location</td><td>480</td><td>19.18</td><td>240</td><td>9.00</td><td>111</td><td>3.65</td><td>70</td><td>2.48</td></tr><tr><td>Other Setting</td><td>-</td><td>0.00</td><td>21</td><td>0.79</td><td>83</td><td>2.73</td><td>23</td><td>0.81</td></tr><tr><td>Total</td><td>2,503</td><td>100</td><td>2,666</td><td>100</td><td>3,039</td><td>100</td><td>2,825</td><td>100</td></tr></table> <p>Committee Conclusions:</p> <p>A significant number of families receive services in Natural Environments and these services are increasing. The majority of services are provided in homes.</p>	Primary Settings of Early Intervention Services Received in Accordance with Part C: 1998 - 2001									Primary Setting	1998		1999		2000		2001		#	%	#	%	#	%	#	%	Program for Children with Disabilities	594	23.73	194	7.28	200	6.58	133	4.71	Program for Typically Developing Children	152	6.07	271	10.17	291	9.58	153	5.42	Home	1,250	49.94	1,895	71.08	2,341	77.03	2,442	86.44	Hospital (Inpatient)	22	0.88	44	1.65	5	0.16	2	0.07	Residential Facility	5	0.20	1	0.04	8	0.26	2	0.07	Service Provider Location	480	19.18	240	9.00	111	3.65	70	2.48	Other Setting	-	0.00	21	0.79	83	2.73	23	0.81	Total	2,503	100	2,666	100	3,039	100	2,825	100
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<p>CE.3.2*: What percentage of children participating in the Part C program demonstrates improved and sustained functional abilities?</p> <p>Data Sources:</p> <ul style="list-style-type: none">State 618 data	<p>Data Summary:</p> <table><tr><th colspan="5">Infants and Toddlers Exiting Part C Program</th></tr><tr><th>Exit Reason</th><th>1998</th><th>1999</th><th>2000</th><th>2001</th></tr><tr><td>Completion of IFSP prior to reaching maximum age for Part C</td><td>90</td><td>60</td><td>210</td><td>135</td></tr><tr><td>Part B Eligible</td><td>439</td><td>967</td><td>1,143</td><td>823</td></tr><tr><td>Not Eligible for Part B, Exit to Other Programs</td><td>328</td><td>194</td><td>103</td><td>226</td></tr><tr><td>Not Eligible for Part B, Exit with no Referrals</td><td>26</td><td>29</td><td>98</td><td>26</td></tr><tr><td>Part B Eligibility Not Determined</td><td>50</td><td>84</td><td>83</td><td>125</td></tr><tr><td>Deceased</td><td>34</td><td>24</td><td>24</td><td>10</td></tr><tr><td>Moved Out of State</td><td>61</td><td>75</td><td>87</td><td>74</td></tr><tr><td>Withdrawal by Parent or Guardian</td><td>145</td><td>121</td><td>136</td><td>208</td></tr><tr><td>Attempts to Contact Unsuccessful</td><td>142</td><td>161</td><td>119</td><td>105</td></tr><tr><td>Total</td><td>1,315</td><td>1,715</td><td>2,003</td><td>1,732</td></tr></table> <p>Committee Conclusions:</p> <p>Three of the above categories could indicate that abilities have been improved through the First Steps program. These include: "Completion of IFSP prior to reaching maximum age for Part C," "Not eligible for Part B, Exit to Other Programs" and "Not Eligible for Part B, Exit with no Referrals." These categories make up approximately 20 percent of exiters from Part C. Since the Part C eligibility criteria is more restrictive than the eligibility for Part B, some children will have exited to Part B with improved and sustained functional abilities, but this is not captured by the data. No current parental survey is in place. A draft survey has been developed and will be implemented in January 2003.</p>	Infants and Toddlers Exiting Part C Program					Exit Reason	1998	1999	2000	2001	Completion of IFSP prior to reaching maximum age for Part C	90	60	210	135	Part B Eligible	439	967	1,143	823	Not Eligible for Part B, Exit to Other Programs	328	194	103	226	Not Eligible for Part B, Exit with no Referrals	26	29	98	26	Part B Eligibility Not Determined	50	84	83	125	Deceased	34	24	24	10	Moved Out of State	61	75	87	74	Withdrawal by Parent or Guardian	145	121	136	208	Attempts to Contact Unsuccessful	142	161	119	105	Total	1,315	1,715	2,003	1,732
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<p>CE.3.3*: What percentage of children and families receive all the service identified on their IFSP?</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • State Monitoring Reports • Complaint Records • IFSP Review • Anecdotal Information • SPOE database 	<p>Data Summary: State and federal monitoring and anecdotal information indicates all services are provided. No agency (DMH or DHSS) reports waiting lists for IFSP services.</p> <p>Committee Conclusions: Based on data reviewed, all services as listed on the IFSPs are delivered. The Division is reviewing SPOE data for compliance with timelines. There needs to be a system to monitor utilization rates on ongoing basis.</p>

***Comprehensive
System of
Professional
Development***

Missouri's Special Education Comprehensive System of Professional Development:

1. Supports the Missouri Special Education Performance Goals and Indicators;
2. Supports the Special Education Compliance Performance Requirements;
3. Is developed and delivered in accordance with the Missouri Professional Development Guidelines for Student Success (including the National Staff Development Council (NSDC) Standards;
4. Is developed and implemented as a collaborative effort with local school districts and agencies, parent and professional stakeholder organizations, Regional Professional Development Centers (RPDC), and the Missouri Department of Elementary and Secondary Education (DESE) school initiatives and programs for all children, State Board of Education Operated Schools (SSSH, MSD, MSB), federal grants and programs, the Missouri Leadership Academy, and institutes of higher education; and
5. Is evaluated (data collected) based on student performance impact relative to the Division Goals and Indicators and the Special Education Compliance Performance Requirements. Event or service data is also collected when applicable.

Service or Event	Description	Delivery	CIMP Indicators
Accelerated Schools	SIG: Activity-collaborative school improvement project with School Improvement Division. Designed to improve students' with disability achievement and parent and community involvement.	Grants are awarded to accelerated schools and data is collected regarding achievement of special education students on Missouri Assessment Program (MAP) reading and math and parent involvement.	BF.5.1 BF.5.2
Access to the General Education Curriculum	SIG: Activity-Training events	Workshop presentation by regionally credentialed trainers including Regional Professional Development Center (RPDC) Special Education consultants. Ongoing support available from RPDC consultants and Effective Practices staff.	BF.3.3 BT.1.2 BF.5.1 BT.1.3 BF.5.2 BT.1.4 BF.6.3 BT.1.5 BT.1.1 BT.1.6
<ul style="list-style-type: none"> Coordination, Collaboration and Co-teaching 	The purpose of teaching this module is to help teachers, administrators and paraprofessionals understand what collaboration and consultation means, what it looks like, and how to use it effectively to enhance the services and supports for children with disabilities.		
<ul style="list-style-type: none"> Differentiated Instruction 	The goal of the training is to maximize student growth and success by differentiating curriculum content, process and product based upon student readiness, interest, and learning profile.		

Service or Event	Description	Delivery	CIMP Indicators
<ul style="list-style-type: none"> Effective Strategies 	Scientific research, based on meta-analysis, is the basis of the nine instructional classroom strategies illustrated with examples to guide educators. This training supports teachers, parents, and principals by offering options in the process of improving student learning.		
<ul style="list-style-type: none"> Least Restrictive Environment (ECSE and K-12) 	Training on the decision making process that emphasizes consideration of supplementary aids and services, modifications and supports to school personnel. It is focused for professionals who participate and/or provide leadership in the Individualized Education Program (IEP) process.	Separate trainings are conducted for Early Childhood Special Education (ECSE) and K-12.	GS.1.2 GS.1.11 EC.2.3 EC.4.2
<ul style="list-style-type: none"> Problem Solving for General Education Intervention 	Training for general education to learn data driven problem solving prior to referral. To assess behaviors, design and implement general education interventions and evaluate outcomes.		GS.1.11 BF.3.3 BF.6.2
<ul style="list-style-type: none"> Curriculum Based Measurement 	This training teaches measurement methodology that tells if the student has learned the skills taught based on techniques of structured observation. It involves blending traditional and alternative assessment models.		BF.6.2
Accommodation and Modification for Classroom Instruction and Assessment (Manual)	A resource to guide teachers in preparing students to participate in the MAP.	Web document. Ongoing support available from RPDC consultants and Effective Practices staff.	GS.1.11 BF.3.3 BF.5.1 BF.5.2 BF.6.3 BT.1.1 BT.1.2 BT.1.3 BT.1.4
Autism		Regional credentialed trainers with ongoing support	GS.2.1 GS.2.2 EC.2.3

Service or Event	Description	Delivery	CIMP Indicators
<ul style="list-style-type: none"> Project Access 	Resource center for educators, care providers (including parents), higher education, and related agency providers for current autism literature and training. Collaboration between Southwest Missouri State University, Department of Mental Health (DMH), Department of Health (DOH), and Department of Elementary and Secondary Education (DESE).		BF.1.1 EC.2.3 BF.1.2 EC.4.2 BF.1.3 BF.1.4 BF.3.3 BF.6.3 BP.1.1 BP.1.3 BP.1.5
<ul style="list-style-type: none"> Applied Behavior Analysis Training 	Sliver Grant Project: The Division of Special Education sponsors a 12-hour distance-learning program for teachers/providers through Pennsylvania State University.	Distance learning, PSU campus, and supervision by mentors	GS.5.1
Assistive Technology	Sliver: The Missouri Assistive Technology Project administers a fund designated for the support of IEP-identified AT equipment. Local Education Agencies (LEA's) may apply for reimbursement of AT devices purchased for an individual student.	Interagency Agreement with Missouri Assistive Technology Project	BF.1.5 BF.5.1 EC.2.3 EC.4.2 BP.1.1
Blind Skills Specialists	Provide professional development to public agencies serving blind students and their families.	RPDC and on site within the districts	BF.3.3 EC.2.3 EC.4.2
Center for Innovations in Education	Resource center for development and implementation of professional training and a loan library of educational resources for parents, teachers, administrators, and higher education. Collaboration with the University of Missouri at Columbia.	UMC facility and onsite trainings. Ongoing resources available on the internet.	BF.3.3 BF.5.1 BF.5.2 GS.1.2 EC.2.3 EC.4.2
Charter Schools Training	Training on the special education process for administrators in charter schools.	Regional training presented by Compliance staff.	
ESCE Practices Manual	Topics include curriculum, eligibility determination, and assessment, measuring ongoing progress, service delivery and transition.	On-line document. Ongoing support from Effective Practices staff	GS.1.1 BF.6.3 EC.2.3 EC.4.2
ECSE Show Me How Technical Assistance Bulletins	Topics include positive behavior supports, community partnerships, early literacy, autism, Occupational Therapy & Physical Therapy services and preschool curriculum.	Web documents and hard copies. Ongoing support from Compliance and Effective Practices staff.	BF.3.3 BF.6.3 EC.2.3 EC.4.2

Service or Event	Description	Delivery	CIMP Indicators
Eduequity	Sliver Grant Project—Provides on-line academic skills instruction and tutoring through internet access for student's grades 3 through 12.	Training is provided regionally for district staff.	BF.3.1 BT.1.1 BT.1.2
Effective Practices Technical Assistance Bulletin	Topic is positive behavior supports	Web document and hard copy. Ongoing support by lead regional trainers available.	BF.3.3 BF.4.1
English Language Learners (ELL) with Special Needs	Collaboration of Professional Development with Federal Programs and higher education to support accurate determination of eligibility of second language learners for special education.	Workshop presentations and interagency collaboration. Ongoing support from EP staff and ESOL federal program staff.	BF.3.3 BF.6.2
<ul style="list-style-type: none"> Module 2 - Assessment and Eligibility 	This training stresses developmentally appropriate evaluation and assessment techniques for eligibility determination and program planning and how to incorporate existing data and family information and the use of informed clinical judgment.		CC.1.1 CC.1.2 CE.2.1
<ul style="list-style-type: none"> Module 3 - IFSP in Natural Environments 	Covers the planning and pre-meeting activities as well as the Individualized Family Service Plan (IFSP) meeting practices. Delivery of early intervention services that support the daily routines of the family and child is stressed.		CE.1.1
<ul style="list-style-type: none"> Module 4 - Movin' on: Transition Into, Within, and From First Steps Service Coordination 	This training addresses effective communication and planning for the numerous transitions a child and family face.		EC.2.3 C/BT.1.1
<ul style="list-style-type: none"> Service Coordination 	This module is a specialized module that addresses effective practices and the responsibilities of the Service Coordinator in First Steps.		
First Steps Bulletins	Topics include Redesign of First Steps, Natural Environments and Autism.	Web documents and hard copy	EC.2.3 C/BT.1.1 CG.1.1 CG.3.1 CC.1.1 CC.1.2 CF.1.2 CE.1.1 CE.1.2

Service or Event	Description	Delivery	CIMP Indicators
Heads Up Reading	Sliver grant project: Provides quality 44 hour research-based distance learning for Early Childhood teachers (public and private) and child care providers to improve early literacy outcomes for preschool-aged children through live-broadcast sessions with trained facilitators. Collaboration between DESE, DOH, Department of Social Services (DSS), Missouri Head Start, Parents As Teachers (PAT), Literacy Investment for Tomorrow - Missouri (LIFT-MO), State Library, and Association for the Education of Young Children - Missouri (AEYC-MO).	Distance learning with trained facilitators on site and ongoing support	GS.2.1 BF.6.3 EC.2.3 EC.4.2
Hearing Officer Training	This training is conducted over a period of two days every 18 months. Day one is for new Hearing Officers, which includes an overview of the Due Process Hearing System and landmark court cases, as well as a discussion of Due Process Hearing statistics and topics, results and training in the Special Education Compliance requirements. Day two is for experienced officers and covers a legal update including new case law, statutory information, statistics and an update on new and critical compliance requirements.	Workshop training and on-line activities related to the special education process.	GS.1.1 GS.1.5
Issues in Education Technical Assistance Bulletin	Topics include extended school year, state and district-wide assessment, positive behavior supports, grading, high school credits and gradation, vocational education, prior written notice, FAPE, and the IEP.	Web documents and hard copy. Ongoing support from Compliance staff.	GS.1.2 GS.1.11 BF.3.1 BF.3.2 BF.3.3 BF.4.1 BF.5.1 BF.5.2 BF.5.3 BT.1.1 BT.1.2 BT.1.3 BT.1.4 BP.1.2
Leadership Series	Technical assistance training events for administrators, coordinators and teachers in a leadership role. Level I is for new administrators. Level II is for experienced administrators.	Regional workshops at area RPDCs. Ongoing support from DESE staff.	

Service or Event	Description	Delivery	CIMP Indicators
<ul style="list-style-type: none"> Compliance 	<p>Level I: Technical assistance training for new administrators providing an overview of the special education process and basic information related to special education.</p> <p>Level II: Technical assistance training for experienced administrators on key issues related to compliance administration of special education.</p>		GS.1.1 BF.1.4 GS.1.11 BT.1.8 GS.2.2 BT.2.1 GS.3.1 BT.2.2 GS.3.2 EC.2.3
<ul style="list-style-type: none"> Compliance and Data 	<p>Level II: Technical assistance training for experienced administrators on the use of data and compliance information in the management of the special education process to impact outcomes for students with disabilities. The workshop covers the use and analysis of data and compliance requirements in district self-assessments, administrative program evaluations, instructional planning and the CSIP.</p>		GS.1.11 GS.2.2 GS.3.1 GS.3.2 BF.1.4 EC.2.3
<ul style="list-style-type: none"> Data 	<p>Level I: Technical assistance training for new administrators to learn how to enter required Core Data elements and understand the significance of the data for decision making at the local, state, and federal levels.</p>		GS.1.11 BF.1.3 GS.2.2 EC.2.3 GS.3.1 GS.3.2
<ul style="list-style-type: none"> Funds 	<p>The Funds Management workshop covers basic information about special education budgets and payment process, ECSE budgets and payment process, special purpose funds, and resources to answer funding related questions.</p>		GS.1.11 GS.2.1 EC.2.3
<ul style="list-style-type: none"> Visually Impaired Level 2 	<p>Education of Students with Visual Impairments- one day training for administrators about service requirements and effective practices.</p>	<p>Workshop format with ongoing support from Effective Practices staff and MSB Outreach services</p>	GS.1.1 BF.3.3 EC.2.3 EC.4.2

Service or Event	Description	Delivery	CIMP Indicators
Learning to Develop Measurable Goals, Objectives and Benchmarks	Training covers present level of educational performance, writing measurable goals, objectives, and benchmarks, difference between objectives and benchmarks, demonstrating progress to parents, and parent friendly language.	Regional Credentialed trainers with ongoing support from Compliance and Effective Practices staff. Workshop format and on-line course.	GS.1.1 GS.1.11 BF.1.5 BF.3.3 BF.6.3 BP.1.2 EC.2.3 EC.4.2
Mentoring for Success of Students with Disabilities (Grants and Manual Resource Document)	SIG: An on-line resource document manual developed in cooperation with stakeholders to guide systems of support and mentorship for beginning teachers of students with special needs. Grants provided to local agencies to implement mentoring system.	On-line document.	GS.5.1 BF.2.1 EC.2.3 EC.4.2
Missouri Assessment Program-Alternative (MAP-A) Teaching Resource Guide	A guide to help prepare students to participate in the MAP-A	Web document and hard copy with ongoing support from EP, Compliance and RPDC Special Education consultants and Missouri Assessment Program (MAP) facilitators.	BF.3.3 BF.5.3
Missouri Math Initiative	SIG: Statewide professional development initiative targeting math teachers. Special education contributes training on differentiated instruction for diverse learners.	Training is delivered at math institutes during the summer with follow-up from DESE math consultants. The CISE and Effective Practices staff provides special education ongoing support.	BF.3.3 BT.1.1 BT.1.2 BT.1.3 BT.1.4
Missouri Parents ACT (MPACT)	Statewide parent training and information center serving all disabilities collaborates to develop and disseminate information. Missouri Parents Act (MPACT) staff teams with the Compliance staff to conduct regional parent trainings to help parents understand the process of special education and how to communicate and work with districts in order to ensure that parents and children's rights are protected and needed services are provided.	Training is delivered in workshop format with ongoing support from MPACT and Compliance staff.	GS.1.1 GS.1.2 BP.1.1 BP.1.3 C/BT.1.1
Missouri Reading Initiative	SIG: Statewide professional development initiative targeting effective reading instruction	On-site training and model teaching delivered by regional reading consultants	BF.3.3

Service or Event	Description	Delivery	CIMP Indicators
Missouri School for the Blind Outreach	Provides leadership, support, and guidance in the areas of resources, assessment, and training in identifying and developing appropriate educational services for individuals who are visually impaired and deaf/blind.	On-site training and regional workshops	GS.1.1 EC.2.3 BP.1.1
Missouri School for the Deaf Outreach	Provides a Resource Center on Deafness (RCD) that serves as an information source for teachers, principals and special education directors who work with deaf and hard-of-hearing children and their families.	Resource center	GS.1.1 EC.2.3 BP.1.1
Missouri Transition Alliance Project (MOTAP)	This is a collaborative project with Vocational Rehabilitation and stakeholders to improve secondary transition programs and services.		GS.1.11 BT.1.3 GS.2.1 BT.1.4 GS.2.2 BT.1.5 BF.3.1 BT.1.6 BF.3.2 BT.1.7 BT.1.1 BT.1.8 BT.1.2 BT.1.9
Missouri Standards for Teacher Education Programs (MoSTEP)	Standards used to monitor and accredit teacher education programs in the State of Missouri.		GS.5.1 EC.2.3 EC.4.2 BF.2.1
Network for High Schools with Results	Collaborative professional development with DESE Division of School Improvement related to general education interventions and improved student performance.		BF.3.1 BT.1.3 BF.3.3 BT.1.4 BT.1.1 BT.1.5 BT.1.2 BT.1.8
New Scripts Early Intervention/Early Childhood Systems Change in Personnel Preparation.	Grant from the Frank Porter Graham Developmental Center at the University of North Carolina. Missouri DESE contributes to professional development opportunities to higher education faculty and early intervention providers regarding increased family experiences in pre-service education and increased capacity of community resources. DESE staff plans and implement the Midwest Faculty Institute with IHE and other states who have New Scripts or Script grants.	Division staff collaborates with institutions of higher education regarding preservice education in early childhood.	GS.5.1 BF.1.5 BF.1.2 BF.2.1 EC.2.3 EC.4.2 BP.1.1 C/BT.1.1

Service or Event	Description	Delivery	CIMP Indicators
Orientation and Mobility Certification	Low cost, high-tech university program to increase nationally certificated Certified Orientation and Mobility specialists (COMs) in needed areas of the state.	Distance learning	GS.5.1 BF.2.1 EC.2.3 EC.4.2
Paraprofessional Core Manual	Includes paraprofessional competencies, regulations/requirements, role clarification, ethical responsibilities, a family guide section to para-services, and how to tie para-training to the district CSIP. It also includes the CISE list of professional development opportunities on-line, through the CISE loan package resources and group training materials, and related agency events, and activities.	Web document organized by topics selected by the Local Administrators of Special Education (LASE)/Missouri Association of Paraprofessionals in Education (MAPE) /DESE collaborative network as critical areas of training needs for paras.	GS.5.1 EC.2.3 EC.4.2
Parent Advisory Council Training	SIG: Helps parents understand the process of special education and how to communicate and work with districts in order to ensure that parents and children's rights are protected and needed services are provided.	Workshop format offered regionally with ongoing support from Compliance staff.	GS.1.1 GS.1.2 BP.1.1 BP.1.4 BP.2.2
Parents Role Brochures	Topics include assistive technology, the IEP, secondary transition and discipline	Web document and hard copy	GS.1.1 BP.1.1 GS.1.2 BP.1.3 EC.2.3 BP.1.4
Parents as Teachers: Supporting Families of Children with Special Needs Guide and Training	Resource guide on disabilities and working with families. Developed in collaboration with the Parents as Teachers National Center who also provides training on the module.	Regional presentations delivered by PAT national staff.	BF.3.3 BF.6.3 BP.1.1 EC.2.3
Perspectives on Emotional and Behavioral Disorders	This program leads the professional service provider through understanding the major theories regarding behavior and how to develop behavior management programs based upon the various theories. Participants also learn the special education process along with a number of intervention techniques to use through a case-study approach.	Multi-media CD-ROM program facilitated by a trainer. Focused for EC teachers, related service providers, EC program administrators and child care providers.	BP.1.1 BF.6.3 EC.2.3 EC.4.2

Service or Event	Description	Delivery	CIMP Indicators
Positive Behavior Supports	SIG: Process for achieving socially important behavior changes for all students. School-wide, small group, and individual implementation assists in fulfilling discipline and compliance requirements for students with disabilities.	Regional six-day training across the school year in three, two-day sessions. Technical assistance and consultation services are also available from lead trainers.	BF.3.3 BT.1.4 BF.4.1 BT.1.5 BF.4.2 BP.1.1 BT.1.1 BT.1.2 BT.1.3
Practical Parenting Partnerships (PPP)	Collaborative planning and implementation between PPP and Effective Practices has produced trainings for teachers about inclusion of students with disabilities in general education, family literacy and promoting reading to children and a parent's guide includes issues related to students with disabilities.	Print materials and videos delivered through on-site training. Ongoing support provided by PPP and Effective Practices staff.	GS.1.1 BF.3.3 BF.6.3 BP.1.1
Priority Schools	The State of Missouri has identified districts/schools who have not met minimum requirements for student achievement related to the MAP, MSIP (including special education monitoring) and Adequate Yearly Progress as defined by Title I. The following are methods by which the Division of Special Education supports improvement for students with disabilities.	Direct services to districts/schools.	GS.1.11 BF.5.2 BT.1.1 BT.1.2 BT.1.3 BT.1.4 EC.2.3
<ul style="list-style-type: none"> Management Teams 	Team services required by statute to analyze data, make recommendations and assist implementation of improvement strategies at Academically Deficient Schools.	Direct on-site interaction for a minimum of two years from Special Education Effective Practices staff, other DESE appointed individuals and RPDC consultants.	
<ul style="list-style-type: none"> Special Education Regional Professional Development Center Consultants 	Consultants work as a team with regional staff from centers and DESE to analyze district and school data, recommend and implement professional development to improve the performance of students with disabilities ages 3 – 21.	Direct on-site interactions with districts and school personnel.	

Service or Event	Description	Delivery	CIMP Indicators
<ul style="list-style-type: none"> Leadership for Improving Student Achievement 	Guidance provided to local education agencies by Effective Practices staff, Compliance staff, and RPDC Special Education consultants to prepare district Comprehensive School Improvement Plan (CSIP) strategies to achieve Special Education Performance Requirements and to evaluate Missouri Special Education program goals.	On-site by RPDC Special education consultants. Ongoing support through program development by Effective Practices and Compliance staff.	
Quality Eligibility Decisions	Training in the process of data-driven problem solving to determine eligibility for special education.	Credentialed trainers, RPDC consultants, and DESE staff provide training and continued local support to apply a change in process.	BF.1.1 EC.2.3 BF.1.2 EC.4.2 BF.1.5 GS.2.2 BF.3.3 BF.6.2 BF.6.3
Secondary Transition	MOTAP: Training events developed and presented in collaboration with Vocational Rehabilitation	Presented through a workshop format and state symposium. Support by web links from the Kansas University transition coalition.	GS.1.11 BT.1.3 GS.2.1 BT.1.4 GS.2.2 BT.1.5 BF.3.1 BT.1.6 BF.3.2 BT.1.7 BF.3.3 BT.1.8 BT.1.1 BT.2.1 BT.1.2 BT.2.2
<ul style="list-style-type: none"> Building Self-Determination through Secondary School Transition 	Application of instructional strategies that promote the building of self-determination skills to better prepare the student for post secondary experiences in addition to information about compliance requirements for transition planning.		
<ul style="list-style-type: none"> Differentiated Instruction for Career and Technical Training 	This curricula addresses the use of some of the components of Differentiated Instruction and Multiple Intelligences for diverse learners with specific disability areas through simulation activities.		
<ul style="list-style-type: none"> Secondary Transition - Student Directed Learning 	In-depth training to implement instructional supports such as problem solving, student directed learning, and student-directed IEPs to teach self-determination skills.		

Service or Event	Description	Delivery	CIMP Indicators
<ul style="list-style-type: none"> Building Bridges 	Resource provided for parents regarding transition planning and the role of the parent and student in the transition process.		BP.1.1
Special Education List Serv (SELS)	Communication of administrative procedures, professional development opportunities and other related special education issues.	E-mail distribution list of local education agency administrators and other stakeholders.	
Surrogate Parent Training	Training on the educational surrogate role and basic information on the special education laws, regulations and process.	Regional training by Compliance staff and on-line training.	BP.1.1 BP.1.4
<ul style="list-style-type: none"> Characteristics 	Overview of learning and behavior characteristics of children and students with a traumatic brain injury from an education perspective. Includes how to effectively collaborate with health care and related service providers.		
<ul style="list-style-type: none"> Evaluation and Ongoing Assessment 	Stresses the need for continuous evaluation and assessment of children and students with a TBI. Covers points for schools to consider when selecting and collaborating with neurophysiologists and related services providers regarding evaluation and assessment.		
<ul style="list-style-type: none"> Teaching Strategies 	Targets effective classroom learning and behavior strategies for students with TBI.		
Tuition Reimbursement	SIG: DESE has established contracts with institution of higher education to provide tuition reimbursement to students for DESE approved special education teacher certification in special education for Mild/Moderate Cross Categorical, Visually Impaired, Hearing Impaired and Severe Developmentally Disabled. Tuition reimbursement is available for eligible paraprofessionals and general education teachers.	Contracts to DESE approved institutes of higher education who have special education teacher certification programs.	BF.2.1 EC.2.3 EC.4.2

Lessons Learned

Lessons Learned from the Missouri Special Education Advisory Panel (SEAP)

The Special Education Advisory Panel (SEAP) members reported that while they found being involved in the self-assessment process to be very rewarding overall, they also found it very painful. As the members were in the process of plowing through the bewildering process, they were especially dismayed by the two reductions of indicators by the U.S. Department of Education and the Office of Special Education Programs (OSEP). For future work, the Panel members requested more explicit guidance from OSEP in a number of areas. One such area was the definition of a “qualified” teacher.

The Panel members have a new appreciation of the use of data to determine the various aspects of the status of special education in Missouri. One of the big lessons is the importance of data collection. While the members were very pleased with some of the data that was available, they are now aware of the need to collect additional data. They want to work with the Missouri Department of Education, Special Education Division (DESE) to find better ways to collect student information. They were pleased with the information from the student focus groups, and they are eager to have continuing student input during the improvement process.

Panel members gained a new respect for DESE staff members. They noted that these staff members were forthcoming and open with all data and information during the self-assessment process. When the sub-committee members requested additional information, DESE staff members were very proactive and made every effort to provide the requested information as well as reasonable explanations when the information could not be secured. While panel members would prefer that the differences in progress between students with disabilities could be compared to students without disabilities, they understand that the Missouri data system is not currently set up for that comparison in all areas. They plan to concentrate on working on improvement plans to narrow the difference in outcomes between students with disabilities and all students. Panel members were also pleased to discover that a number of areas have improvements in process – such as the activities in the Missouri State Improvement Grant (SIG).

Some members noted that there were too many members on the Special Education Advisory Panel (SEAP) to act as an efficient Steering Committee while others felt that the use of the entire panel was efficient. Even when the work was allocated to cluster committees, the SEAP members wanted final approval on the overview answers developed by all the cluster committees. This often proved challenging when some SEAP members had not been involved in the cluster committees and were not always in attendance at all the SEAP meetings. Evident through the spring and fall of 2001, many panel members were confused as to the process, which was complicated by the frequent changes imposed by OSEP. Therefore, Panel members recommend that the improvement process be highly structured with a clear definition of methodology mapped out in advance. Panel members are eager to work on the improvement process and they believe that the improvement planning and implementation is what will really make a difference for students with disabilities in Missouri.

Lessons Learned from the Missouri State Interagency Coordinating Council (SICC)

The Missouri State Interagency Coordinating Council (SICC) members who worked on the Early Childhood clusters for the Missouri Self-Assessment reported that the process resulted in a heightened appreciation of the value of data both for monitoring purposes and to use for ongoing decisions. However, they noted that the timing of having members work on the self-assessment was especially difficult in relation to the time it consumed as they were engulfed in all the aspects of implementation of Phase I of the new First Steps system. Nonetheless, the members stated that the final Office of Special Education Programs (OSEP) list of indicators supported the fact that there had been a need for the comprehensive redesign of the First Steps system and they were pleased that it was in place.

The members also noted that participating in the self-assessment process had the effect of once again emphasizing that Part C is complex to monitor. While comprehensive data is helpful, it does not always answer all of the questions. Members involved realize more than ever that it takes a period of time to have useful data. They appreciated the flexibility of being able to use both old and new data for the self-assessment at this point.

While the SICC members acknowledge that working on the self-assessment has been a learning experience, there were also frustrations. The members believe that they did not have a good initial understanding of the comprehensiveness of the process. While they were given an overview presentation when they first began the work, the members reported that their understanding of the long-term aspects of the process was not clear. Some members believe it might have helped if a few SICC members had been able to attend the OSEP Chicago Summer Institute when the process had initially been rolled out. The members also noted that they were confused by the changes (two reductions) in indicators from OSEP during the period of time they were working on the self-assessment. Now that the self-assessment is completed, they look forward to how data will inform the next steps of the process.

Appendix

Appendix

1. Show Me Missouri
 - Part B At-a-Glance
 - Part C At-a-Glance
2. Committee memberships
 - Part B Steering Committee - SEAP
 - Part C Steering Committee – SICC
 - Cluster Area Committees
3. State Structure
4. Division of Special Education Website
5. Acronym Listing

Show Me Missouri Part B At-a-Glance

Special Education Division Contacts

- Special Education Services: Debby Parsons, Coordinator, 573/751-2965
- Compliance: Pam Williams, Director, 573/751-4909
- Data Coordination: Mary Corey, Director, 573/751-8165
- Effective Practices: Paula Goff, Director, 573/751-0185
- Funds Management: Joyce Jackman, Director, 573/751-4385

- 1. Describe the organizational structure of the State education agency and the number of staff devoted to Part B. Include the structure for preschool/619 if not part of the SEA organization. (Please include an organizational chart if available).**

See the State Structure section in the Appendix for additional information. All sections of the Division are organized by function and are responsible for Part C, ECSE and Part B.

In addition to the director of each section, the following professional staff are assigned:

- Compliance: One Assistant Director and eight Supervisors
 - Data Coordination: Two Supervisors
 - Effective Practices: Seven Supervisors
 - Funds Management: One Assistant Director and two Supervisors
- 2. Describe any current issues that impact on the State's ability to achieve better outcomes for children and families (i.e., politics of the state, personnel shortages, related services, geography, etc.).**

Missouri Performance goals for students with disabilities align with the performance standards for all students. Our Compliance monitoring is done in conjunction with the Missouri School Improvement Program (MSIP) reviews. The compliance reports include both process standards and performance standards. Special Education improvement plans will be incorporated in the districts' Comprehensive School Improvement Plans (CSIP).

The state's SIG grant and CSPD activities are also tied to the Performance goals.

- 3. Describe the preschool special education service delivery system and any state specific unique features or problems with preschool special education.**

Preschool services are delivered by the LEAs and are part of the Part B delivery system. Missouri does not have mandatory preschool services for non-disabled children. ECSE services are 100 percent funded by state and federal funds due to the state's Hancock amendment. A new child data system has been established for Part C and has been implemented in Phase 1. An individual child data system does not exist for school age programs, however aggregate information gathered by the state is showing that children leaving Part C as Part B eligible are enrolling in ECSE programs. Part C eligibility criteria is more restrictive than the Part B criteria.

4. Date the State was last monitored by OSEP. List findings and any important issues.

April 1997 visit. Report date of January 1998.

Commendations:

- Missouri Innovations in Special Education
- Professional Development Opportunities
- Show Me How: Technical Assistance Bulletin
- Sharing Effective Practices
- Parents as Teachers Program

Compliance:

- FAPE – Special Education and Related Services
 - Psychological Counseling as a related service
 - Assistive Technology and Medical Evaluation as a related service
- FAPE - Access to Vocation Program Options
- FAPE - Initial evaluations
- LRE – Removal from the regular education environment
- LRE – Placement determined at least annually
- LRE – Participation with nondisabled student for non-academic and extracurricular activities
- LRE – Content of prior written notice
- Transition – Meeting notice and participants
- Transition – Transition statements on IEP do not include outcome-oriented activities

5. List any current OSEP enforcement activities (i.e., special conditions, compliance agreement, corrective action).

Assurances on file with OSEP in response to the June 28, 2002, letter regarding the Part B application.

6. List the interagency agreements the State has under Part B of IDEA, include those for preschool (i.e., Head Start agreements at state and local level).

See data reported in GS.2.1

7. What is the State's percentage of funds for administrative costs/direct services from last "Use of Funds" submission?

- Administrative activities Part B - 0.50%
- Other State-level activities – Direct and support services, including TA and personnel development and training - 10.34%
- Administrative costs of monitoring and complaint investigation - 0.60%

8. a. Number of local education agencies in the State – 524
b. Number of Intermediate Education Units (IEUs) in the State – 0
c. Number of State-operated/State-supported schools (i.e., Schools for Deaf/Blind, etc.)
 - o 1 Missouri School for the Blind
 - o 1 Missouri School for the Deaf
 - o 36 State Schools for the Severely Handicapped
d. Number of charter schools in the State
 - o 8 in the Kansas City School District
 - o 7 in the St. Louis City School District

9. Report in Table 1 the total number of children served

Table 1

Child Count	Age 3-5	Age 6-21	Part B Total
Dec. 1, 1997	9,530	119,545	129,075
Dec. 1, 1998	9,698	121,867	131,565
Dec. 1, 1999	10,683	124,267	134,950
Dec. 1, 2000	11,307	126,074	137,381

10. Report in Table 2 the percentage of children ages 3 to 5 served by race/ethnicity.

Table 2

Percentage of Part B Children Age 3 – 5 Served by Race/Ethnicity Based on Estimated Census Population					
Year (s)	American Indian or Alaska Native	Asian or Pacific Islander	Black	Hispanic	White
Dec. 1, 1998	2.66	1.41	4.01	2.24	4.53
Dec. 1, 1999	1.98	2.02	4.21	4.12	5.02
Dec. 1, 2000	1.94	2.50	4.69	1.91	5.29

11. Report in Table 3 the percentage of children ages 6 to 21 served by race/ethnicity.

Table 3

Percentage of Part B Children Age 6 – 21 Served by Race/Ethnicity Based on Estimated Census Population					
Year (s)	American Indian or Alaska Native	Asian or Pacific Islander	Black	Hispanic	White
Dec. 1, 1998	4.78	2.91	13.49	4.54	9.12
Dec. 1, 1999	4.93	3.28	14.06	5.16	9.26
Dec. 1, 2000	5.04	3.39	13.42	3.75	9.31

12. Describe the State's method for monitoring.

See section 2 of the Self-Assessment for a complete Monitoring description of Part B.

- **Monitoring cycle:** Each LEA is reviewed once every 5 years
- **Number of LEAs monitored during the cycle:** Approximately 105 districts per year. July 1, 2002 began year 2 of the 3rd cycle of MSIP.
- **Provision for technical assistance:** Leadership training in the areas of Funds, Data and Compliance are available regionally on an annual basis. In-depth Compliance training for districts one year prior to onsite review. In addition to the Standards and State Plan, numerous TA documents available on the WEB.
- **Corrective actions:** If there are any areas of non-compliance identified, a corrective action Assurance Statement is submitted and Improvement Plan is developed through the agency Annual Program Evaluation and the Comprehensive School Improvement Plan. A follow-up is conducted within one year to review any areas of noncompliance.
- **Enforcement procedures:** Sanctions and Enforcement procedures are include in Sections II and VII of the State Plan.

13. a. Describe the State's due process system. 1-tier, see Section 2 of the Self-Assessment for more information

b. The number of due process hearing decisions under Part B in each of the last 2 years. See data reported in GS.1.3

14. Number of complaints, receiving a written decision, under Part B (include one year time frame). See data reported in GS.1.3

15. Number of requests for mediation in each of the last two years. How many produced a written settlement agreement? See data reported in GS.1.6

16. Describe the Statewide assessment system, including information about achievement and the % of special education students taking regular and alternate assessments in the State: See data reported in BF.5.1

17. Are there other Federal or State initiatives being implemented to support the administration and implementation of Part B?

- State Improvement Grants
- Previous Transition Systems Change (MOTAP)
- MPACT parent information and training center
- Deaf/ Blind grant

Show Me Missouri Part C At-a-Glance

Special Education Division Contacts

- Special Education Services: Debby Parsons, Coordinator, 573/751-2965
- Compliance: Pam Williams, Director, 573/751-4909
- Data Coordination: Mary Corey, Director, 573/751-8165
- Effective Practices: Paula Goff, Director, 573/751-0185
- Funds Management: Joyce Jackman, Director, 573/751-4385

- 1. Describe the organizational structure of the State education agency and the number of staff devoted to Part C. Include the structure for preschool/619 if not part of the SEA organization. (Please include an organizational chart if available).**

See the State Structure section in the Appendix for additional information. All sections of the Division are organized by function and are responsible for Part C, ECSE and Part B.

In addition the director of each section, the following professional staff are assigned:

- Compliance: One Assistant Director and eight Supervisors
- Data Coordination: Two Supervisors
- Effective Practices: Seven Supervisors
- Funds Management: One Assistant Director and two Supervisors

- 2. Describe any current issues that impact on the State's ability to achieve better outcomes for children and families (i.e., politics of the State, personnel shortages, related services, geography, etc.).**

The implementation of the redesigned First Steps system includes the establishment of a Central Finance Office and centralized data system, regional SPOEs, a credentialing system for service providers and a Comprehensive System of Professional Development in order to achieve better outcomes for children and families.

- 3. Date the State was last monitored by OSEP. List findings and any important issues.**

April 1997 visit. Report date of January 1998.

Commendations:

- Parents as Teachers Program
- Missouri's Self-Study of the First Steps Program
- Interagency Cooperation

Compliance:

- State Administration of Program – Private provider payments may not limit access to services on an IFSP.
- State Administration of Program – Services must be provided at no cost to families.
- State Administration of Program – Monitoring procedures should be revised.
- IFSP – Meeting participants
- Content of IFSP – IFSP elements not addressed
- Content of IFSP – Transportation not provided as an EI service

4. List the interagency agreements the State has under Part C of IDEA, include those for preschool, i.e., Head Start agreements at state and local level.

See data reported in CG.2.1

5. What is the State's percentage of funds for administrative costs/direct services?

- Administrative activities Part C – 0%
- Direct Services – 78%
- Planning and Development – 22%

6. Identify the primary funding source(s) used to support Part C services in the following categories:

- **State:** Approximately 65%
- **Other federal:** Approximately 35%
- **Other Sources:** none

7. Identify any key finance issues (Medicaid, Insurance, etc.)

- Federal funding represents a minor and declining proportional program funding source
- Missouri is studying the cost effectiveness of accessing private insurance
- Medicaid usage is limited due to inconsistent interpretations of EPSDT services covered among Federal Regional DHHS/CMS offices

8. A. Briefly describe the service delivery structure in your State

See Section 3 of the Self-Assessment for information on the structure of Missouri's First Steps program.

B. Indicate who is responsible for the following and how supervision for the day-to-day implementation is ensured, i.e. regional, district, county, or local oversight/authority.

- **Direct services** - SPOEs
- **Child find/public awareness** – DESE, LICCs and SPOEs
- **Evaluations and assessments** - SPOEs
- **Service coordination** – Intake Service Coordinators at SPOEs and ongoing service coordination contracted providers
- **Transition from Part C to Part B** – SPOEs and LEAs

9. Report the criteria used to determine eligibility under Part C of IDEA.

Eligibility Definitions Under Part C of IDEA		
Level of Developmental Delay Required for Eligibility	Serving At-Risk	Comments
See Section I of the Part C State Plan	No	

10. Report the total number of children served for the year(s) specified below:

Child Count	Resident population	Number served	Percent served
FY 1999	216,559	2,503	1.16
FY 2000	217,262	2,666	1.23
FY 2001	221,068	3,039	1.37

11. Report the percentage of children ages 0-3 served by race/ethnicity:

Percentage of Part C Children Age 0-3 Served by Race/Ethnicity Based on Estimated Census Population					
Year	American Indian or Alaska Native	Asian or Pacific Islander	Black	Hispanic	White
Dec. 1, 1999	0.63	0.73	1.42	0.50	1.19
Dec. 1, 2000	0.47	1.42	1.54	0.85	1.37

12. Describe the State's method for monitoring.

See Section 2 for a complete Monitoring description for Part C

- **Monitoring cycle:** Unknown pending awarding of Phase 2 SPOEs
- **Risk factors:** Currently in process of development
- **Provision for technical assistance:** In addition to the Standards and State Plan, numerous TA documents available on the WEB.
- **Corrective actions:** The state is presently developing a system of progressive sanctions for system providers and SPOEs to be implemented whenever issues of non-compliance are identified.
- **Enforcement procedures:** Sanctions are included in Section X of the Part C State Plan

13. Describe the State's due process system: 1-tier

See data reported in CG.1.2. Refer to Section 2 of the Self-Assessment for a detailed description of the Child Complaint Due Process system.

14. Record the total number of infants and toddlers exiting Part C; indicate the percentage of children for the following categories

Infants and Toddlers Exiting Part C – 2000			
Exit Status	Number of Infants & Toddlers	Percentage of Infants and Toddlers	Comments
Total Number Exiting Part C	1,715		
Percentage Eligible for Part B	967	56.38	
Percentage Not Eligible for Part B	223	13.00	
Percentage Part B Eligibility not Determined	84	4.90	

15. Are there other Federal or State initiatives being implemented to support the administration and implementation of Part C? none

MISSOURI SPECIAL EDUCATION ADVISORY PANEL

Part B Steering Committee for CIMP

Parents Of Children With Disabilities and/or Individuals with Disabilities

Ms. Pam Walls, Sedgewickville
Mr. Michael Hanrahan, Cameron
Ms. Eileen Huth, Ballwin
Ms. Patricia Jackson, Raytown
Ms. Janet Jacoby, Kansas City
Ms. Gay Jones, Independence
Mr. Kent Kolaga, Jefferson City
Ms. Deana O'Brien, California

Mr. Dennis Von Allmen, West Plains
Ms. Patti Simcosky, Independence
Ms. Virginia Ryan, Carthage
Ms. Cathy Meyer, St. Louis
Dr. Joe Sartorius, St. Louis
Mr. Eric Remelius, Columbia
Ms. Barbara Scheidegger, Jefferson City

Teachers

Ms. Linda M. Murrell, Florissant
Ms. Patricia Grassa, Springfield

Representatives of the Institutes For Higher Education (IHE) Preparing Special Education and Related Services Personnel

Dr. Stephen Viola, University of Mo-St. Louis
Dr. Patricia Henley, Missouri Safe Schools Center, University Academy, Kansas City

State and Local Education Officials

Ms. Melodie Friedebach, Department of Elementary & Secondary Education, Jefferson City
Dr. Dan Colgan, St. Joseph School District
Dr. Richard Staley, Winfield R-IV School District

Administers of Programs for Children with Disabilities

Mr. Steve McDannold, Moberly School District
Dr. Joan Zavitsky, St. Louis Special School District

Representatives of Other State Agencies Involved in Finance or Delivery or Related Services to Children with Disabilities

Ms. Robin Rust, Division of Medical Services, Jefferson City

Representatives of Private and Charter Schools

Ms. Dee Wyckoff, Della Lamb Community Services, Bogard
Dr. Raymond Wicks, Catholic Education Office, St. Louis

Representation of a Vocational Community or Business Organization Concerned with the Provision of Transition Services

Mr. Scott Mantooth, Vocational Rehabilitation (VR)-Central Office, Jefferson City

Representatives From State Juvenile and Adult Corrections Agencies

Mr. Dennis Gragg, Division of Youth Services, Jefferson City
Ms. Lynda Roberts, Department of Corrections, Jefferson City

STATE INTERAGENCY COORDINATING COUNCIL (SICC) MEMBERSHIP

(Various individuals of the SICC worked with DESE during the CIMP process as the Part C Steering Committee.)

AGENCIES FOR EARLY INTERVENTION AND PRESCHOOL SERVICES

Melodie Friedebach, Department of Elementary and Secondary Education, Division of Special Education, Jefferson City

Greg Vadner, Department of Social Services, Division of Medical Services, Jefferson City

Paula Nickelson, Department of Health, Division of Maternal, Child and Family Health, Jefferson City

Donna Evert, Department of Mental Health, Division of Mental Retardation and Developmental Disabilities, Jefferson City

STATE LEGISLATURE

Vacant

AGENCY FOR HEALTH INSURANCE

Marsha Mills, Department of Insurance, Division of Resource Administration, Jefferson City

PARENTS

Sherl Taylor, Jefferson City

Anne Marie Wells, Higginsville

Pamela Byars, Fortuna

Elizabeth Spaugh, Barnhart

Joan Harter, Springfield

SERVICE PROVIDERS

Sharon Hailey, Developmental Center of the Ozarks, Springfield

Valeri Lane, Children's Therapy Center, Sedalia

Susan Allen, Kirkwood

Dr. Shirley Patterson, Children's TLC, Kansas City

Leslie Elpers, Ste. Genevieve

HEAD START AGENCY

Tracey L. Hickerson, NE MO Community Action Agency, Macon

PERSONNEL PREPARATION

Kathy Fuger, Kansas City

CHILD CARE AGENCY

Jim McLaughlin, County Family Services, Butler

CIMP Cluster Committees

	Part B General Supervision	Part B FAPE in LRE	Part B Parent Involvement	Part B Secondary Transition	Part B ECSE	Transition Part C to B	All Part C Clusters
Parents/ Advocates	Cathy Meyer, St. Louis	Kelly Garbero, Chesterfield	Norma Holcomb, St. Louis Ernest Perryman, St. Louis Patty Simcosky, Independence Kelly Riche, Trimble	Karen Eggeling, Kansas City Barb Brake, Jefferson City	April Bransfield, St. Joseph Pat Jones, Mexico	Pam Scheefleck, Savannah Pam Byars	Joan Harter, Springfield Ann Marie Wells, SICC Co-chair, Higginsville
Local Educational Agency Administrators	Missie Evert, Union Jeaneal Alexander, Camdenton	Janet Earl, Joplin Brian Smith, Liberal Dennis Moore, Fredericktown Cindy Edwards, St. Clair Cindy Dowis, Kirksville	Abbie Carter, University City Karen Berding, Moberly Stephanie Stephens, Joplin	Betty Davidson, St. Louis Vicky Hansen, Imperial	Marie Wohler, Springfield Grace Kendrick, Sedalia Mary Ann Daggs, St. Louis Cindy Langensand, Lee's Summit Mary Ann Tietjens, St. Louis	Ann George, Cassville Melissa Sandbothe, Hartsburg	
Teachers	Karen Herndon, West Plains		Carolyn Passmore, Waynesville Chris Weingartner- Hartke, O'Fallon Larry Goforth, Waynesville	Mary Ellen Jenison, Lee's Summit Judy Moning, Lee's Summit Melanie Dowling, Fulton	Gina Atkinson, Grandview Stephanie Demien, Quincy, IL	Becky Simpson	
Stakeholders	Byron Koster, Brentwood Max Safley, Boonville Teresa Kenison, Mexico	Delores Hampton, Jefferson City Veronica Sekscinski, Independence Karl Wilson, St. Louis	Gene Adkison, Jefferson City	Susan Adrian, Brentwood Stephanie Thomas, Jefferson City Susan Abele-Burns, Nevada Brenda Simmons, Lee's Summit	Evelyn Short, Halfway Wendy Mills, Mexico Nancy Miller, St. Louis Pat King, Republic	Anna Klick	Ann Haffner, St. Louis Cheryl Culbertson- Turner, Kansas City Cathy Dalton, Kansas City
SEAP/SICC Panel Members	Janet Jacoby, Kansas City Lynda Roberts, Jefferson City	Barbara Scheidegger, Jefferson City Pam Walls, Sedgewickville Kent Kolaga, Jefferson City	Deana O'Brien, California Eric Remelius, Columbia	Patricia Jackson, Raytown Dee Wycoff, Kansas City Gay Jones, Independence		Tara Morrow, St. Louis	Sharon Hailey, Springfield Valerie Lane, Sedalia Susan Allen, Kirkwood
DESE Staff	CJ Hubbard	Joyce Jackman	Karen Allan	John Bamberg	Margaret Strecker	Stacey Ismail	Paula Goff

STATE STRUCTURE

The Missouri Department of Elementary and Secondary Education (DESE) is the administrative arm of the State Board of Education. It works with educators, legislators, government agencies, and citizens of the state to maintain a strong public education system in the state. Through its statewide school improvement initiatives and regulatory functions, DESE strives to assure that all citizens have access to high quality public education. The scope of DESE's duties range from early childhood to adult education services. The Department does not regulate or evaluate private/parochial or home schools.

The Commissioner of Education directs the staff of DESE and fulfills other duties as prescribed by law. These duties include directing the process by which school districts are accredited, assuring efficient management of the 524 public school districts and seeking to elevate the standards and efficiency of the instruction given in the public schools in the state. The senior staff of DESE includes the Commissioner, the Deputy Commissioner, the Associate Commissioner, and five Assistant Commissioners.

The Associate Commissioner and five Assistant Commissioners each lead one of the DESE's six divisions:

1. The Associate Commissioner for the Administrative and Financial Services Division

Division is responsible for distributing funds to local school districts and other eligible public agencies.

The School Finance Section:

- Assists local districts with budgeting, audits and the reporting of financial statistics
- Administers the federally funded breakfast and school lunch programs
- Administers the federally funded pupil transportation program
- Oversees the department's internal business operations, such as budget, accounting, information technology and human resources

2. The Assistant Commissioner for the Division of School Improvement

Division manages the Missouri School Improvement Program (MSIP), the state's accreditation system for public school districts. It assists local educators with curriculum development and the state's assessment program, the Missouri Assessment Program (MAP).

The Curriculum Services Section:

This section provides technical assistance to local school personnel in the following content areas:

- Mathematics
- Communication Arts
- Science
- Social Studies
- Health/Physical Education
- Fine Arts

This section administers a number of state and federally funded programs that assist local schools which include:

- Title I and other federally funded programs
- Early Childhood and Parent Education (Parents as Teachers (PAT))
- Charter Schools
- Gifted Education
- Educational Technology
- State funded A+ high school program

The Core Data Section:

This section oversees the collection and reporting of educationally related statistics.

3. The Assistant Commissioner for the Division of Special Education

Supervises two Coordinators for Special Education; three Superintendents, one for each of the State Board of Education operated school systems; the Director of the Sheltered Workshop Program; and the Division's legal counsel.

The Division of Special Education

Division is responsible for the following:

- General supervision and implementation of state and federal regulations for special education and early intervention services
- General supervision of all public agencies that provide early intervention and special education services to children with disabilities ages' birth to 21
- Distribution of all state and federal funds to support these services
- General supervision requirements required by the Individuals with Disabilities Education Act (IDEA)
- Administration, technical support, and distribution of state funds to the ninety-three workshops located throughout the state for adults for whom sheltered employment is necessary

The Division of Special Education also oversees three school systems administered by the State Board of Education:

- The Missouri School for the Blind (MSB) located in St. Louis
- The Missouri School for the Deaf (MSD) in Fulton
- The State Schools for Severely Handicapped (SSSH), which include thirty-seven day schools located across the state.

Personnel in this division assist local school districts and early intervention providers to improve outcomes and results for children with disabilities.

In order to meet the state and federal regulations governing the provision of special education and early intervention services to Missouri's infants, toddlers, children and youth with disabilities, the Division of Special Education is organized into four functional sections.

The Funds Management Section:

This section is responsible for the distribution of all state and federal funds to eligible public agencies for both Parts B and C of the Individuals with Disabilities Education Act (IDEA). In addition to funds distribution, this section:

- Works with the State Medicaid agency to facilitate eligible administrative and direct service claims under Title XIX for children with disabilities
- Assists other division sections in executing all contracts for services needed by the division. This is an especially important role for the Part C program in Missouri

The Data Coordination Section:

- Provides technical support and data collection functions for both Part B and C of the IDEA
- Collects and submits all data required under the IDEA
- Coordinates data collections, definitions and other requirements with the Core Data Section of the Division of School Improvement
- Compiles and distributes the annual performance profile on children with disabilities in each school district in Missouri. This annual profile informs each district on the district's prior year's performance on the State Performance Goals for children between the ages of 3 and 21.

The Coordinator for Administrative Services supervises the sections of Funds Management and Data Coordination.

The Effective Practices Section:

This section is responsible for implementing the requirements of the Comprehensive System of Personnel Development as required by IDEA and assuring an adequate supply of qualified personnel for both Parts B and C. In addition, this section:

- Works with the Division of Teacher Quality and Urban Education to establish competencies for Missouri educators
- Provides funding to support tuition reimbursement through the Division's State Improvement Grant (SIG)
- Works with the area Regional Professional Development Centers (RPDC) by contracting for a special education staff person at each of the nine RPDC centers
- Certifies trainers in special education curricula (such as differentiated instruction, positive behavior supports) that are available in each of the RPDC regions
- Works closely with several initiatives in the Division of School Improvement, namely, Missouri Assessment Program (MAP) to assure the participation of all children with disabilities in the state assessment system, with the Reading and Math Initiatives, promoting the inclusion of special education teachers in these professional development opportunities, and that needs of children with disabilities are considered

This section is responsible for the development of all required curricula for this credentialing system, which requires completion of approximately eight days in training

The Compliance Section:

This section manages all of the general supervision requirements for both Parts C and B of IDEA, which include:

- Monitoring of all responsible agencies
- Investigating child complaints
- Assigning education surrogates
- Coordinating due process and mediation requests
- Responding to technical assistance requests

This section conducts monitoring of public schools on a five-year cycle with the Missouri School Improvement Program (MSIP), which is housed in the Division of School Improvement.

Approximately 100 districts are monitored each year. The section monitors all charter schools and other responsible public agencies (Department of Corrections (DOH), etc.) on a five-year cycle

For Part C, with the implementation of the Central Finance Office (CFO) and the data system that it provides, a number of compliance requirements will be monitored on a continuous basis through review of CFO reports. When review of these reports indicates potential compliance concerns, an immediate contact will be made with the System Point of Entry (SPOE) to investigate the issue. Regular on-site reviews will also be scheduled with each SPOE. Prior to an on-site review, the data reports will be analyzed, and information from System Satisfaction Surveys and other public inputs will be reviewed.

The Coordinator for Special Education Services supervises the sections of Compliance and Effective Practices.

4. The Assistant Commissioner for the Division of Teacher Quality and Urban Education

This Division is responsible for the evaluation of teacher training programs offered by Missouri's higher education institutions and for issuing of certificates (licenses) to all professional educators who work in the state's public school system. Division personnel also:

- Administer the Leadership Academy, a professional development experience for Missouri's public school principals and superintendents and other professional development programs created through the 1993 reform legislation known as the Outstanding Schools Act (OSA).
- Provide leadership and coordination for nine Regional Professional Development Centers (RPDC), (also created by the OSA), which are charged with providing professional development to Missouri educators.
- Administer the state's career ladder program, tuition reimbursement and scholarship programs

5. The Assistant Commissioner of the Division of Vocational and Adult Education

This Division is responsible for a wide range of programs that serve the vocational and technical training needs of high school students, postsecondary students, adults and industry. The Division provides:

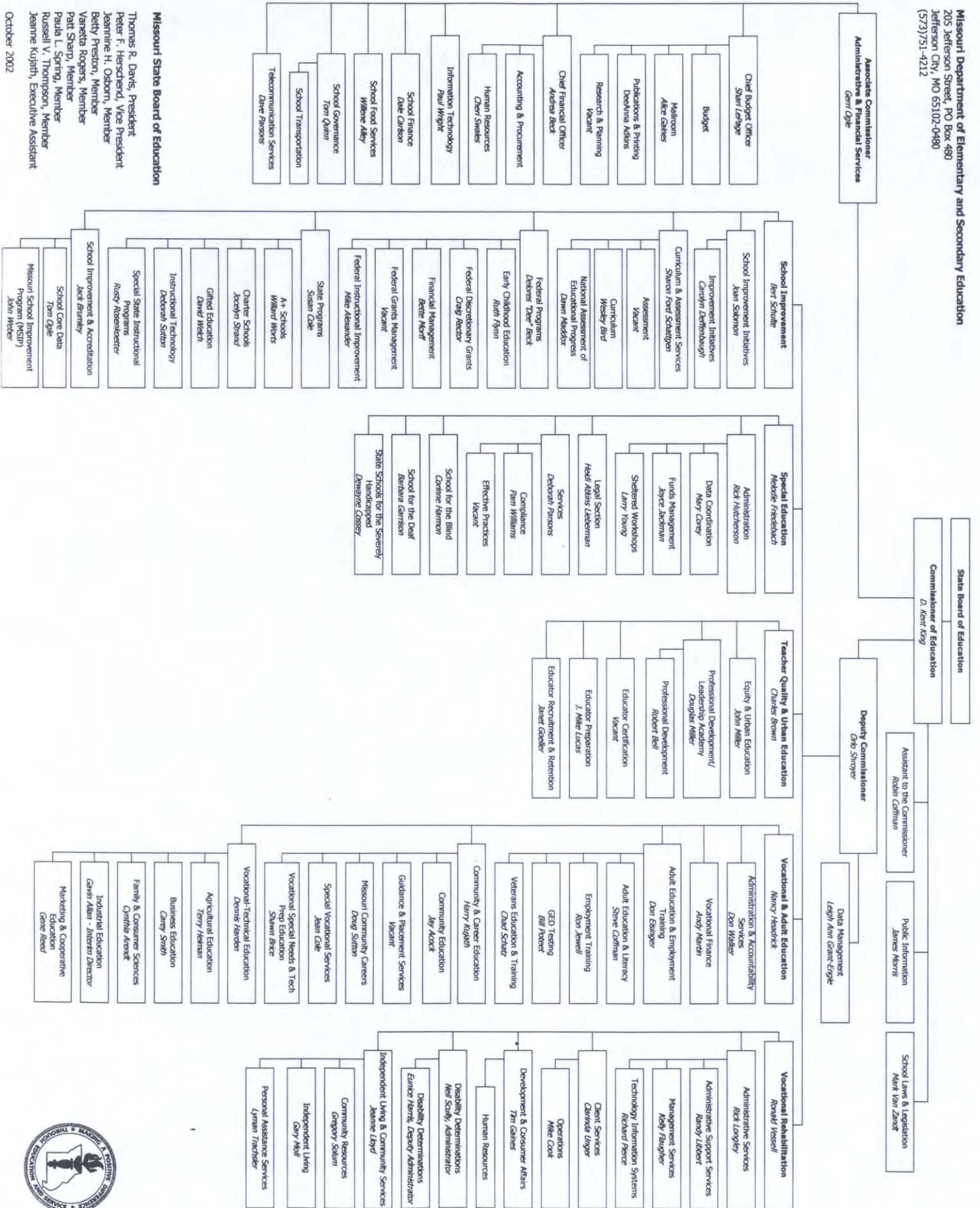
- Professional leadership and administers state and federal funds to support occupational training services in high schools, area vocational technical schools and community colleges.
- Provides individuals with the knowledge and skills needed to prepare them for employment in current and emerging fields, to continue their education or to be retrained for new business and industry practices.
- Administers statewide adult education services, including adult education and literacy and the high school equivalency-testing program and workforce development

6. The Assistant Commissioner for the Division of Vocational Rehabilitation (VR)

This Division is responsible for the specialized services to adult citizens with disabilities to help clients achieve employment and independence. The Division:

- Maintains offices across the state to provide convenient services to clients.
- Personnel provide counseling, training and other services to help clients achieve gainful employment or independent living
- Currently funds 21 Independent Living Centers across the state, which provides counseling advocacy, personal care and training in independent living skills for adults with disabilities
- Employs staff for the Disability Determinations offices across the state who determine eligibility for disability benefits under the Social Security Act
- Assists individuals with claims for disability benefits

Missouri Department of Elementary and Secondary Education
 205 Jefferson Street, PO Box 480
 Jefferson City, MO 65102-0480
 (573)751-4212



October 2002




Division of Special Education Homepage - Microsoft Internet Explorer

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 Missouri Department of Elementary and Secondary Education

Home : [Division of Special Education](#)

Division of Special Education

SECTIONS

- [Compliance](#)
- [Data Coordination](#)
- [Effective Practices](#)
- [Funds Management](#)

BULLETIN BOARD

ASSISTANCE TO DISTRICTS FILING MEDICAID DIRECT SERVICE CLAIMS: HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPPA): COMPLIANCE PLAN EXTENSIONS

[Important information](#) to all Medicaid providers needing an extension on the time needed to comply with HIPPA requirements.

REMINDER OF DUE DATE FOR EXTRAORDINARY COST FUND APPLICATIONS

[Applications](#) are now being accepted with a deadline of October 31, 2002

MAP CLEAR ACCESS WORKSHOPS

[Clear Access Training](#) is now being offered, which will include an extended session on how to use the results.

NO CHILD LEFT BEHIND (NCLB) AND PARAPROFESSIONAL REQUIREMENTS FOR STAFF WITH SPECIAL EDUCATION ASSIGNMENTS

[Key points](#) of which special education directors should be aware regarding the federal legislation.

[Division Overview](#)

STATE PROGRAMS

- [Blind Student Literacy](#)
- [First Steps](#)
- [MO Commission for the Deaf](#)
- [School for the Blind](#)
- [School for the Deaf](#)
- [Schools for Severely Handicapped](#)
- [Sheltered Workshops](#)

RESOURCES

- [Advisory Panels](#)
- [Due Process/Child Complaints](#)
- [Educational Surrogate](#)
- [Grants](#)
- [Laws/Legislation](#)
- [MO Assessment Program \(MAP\)](#)
- [Publications](#)
- [Transition](#)
- [Teacher Opportunities](#)

FAST FIND

- [Admin Resource Guide](#)
- [Calendar](#)
- [List Servs](#)
- [Quick Reference](#)
- [SELS Message Archive](#)
- [Special Education Links](#)
- [Web Application Login](#)
- [Division Goals & Chart](#)
- [Performance Goals & Indicators](#)

ACRONYM LISTING

C

CASE	Council of Administrators of Special Education
CFO	Central Finance Office
CIMP	Continuous Improvement Monitoring Process
CISE	Center for Innovations in Special Education
CMS	Compliance Management System
CQI	Continuous Quality Improvement
CSIP	Comprehensive School Improvement Plan/Program
CSPD	Comprehensive System of Personnel Development

D

DESE	Department of Elementary and Secondary Education
DFS	Division of Family Services
DHSS	Department of Health and Senior Services
DMH	Department of Mental Health
DOC	Department of Corrections
DYS	Division of Youth Services

E

ECSE	Early Childhood Special Education
EIS	Early Intervention Services
ELL	English Language Learners
EP	Effective Practices

F

FAPE	Free appropriate public education
FAQ	Frequently Asked Questions
FICC	Federal Interagency Coordinating Council
FS	First Steps
FTE	Full Time equivalent

G

GED	General Equivalency Diploma
GLARRC	Great Lakes Area Regional Resource Center

I

IDEA	Individuals with Disabilities Education Act
IEP	Individualized education program
IFSP	Individualized family service plan
ISC	Independent Service Coordinator

L

LA	Lead agency
LASE	Local Administrators of Special Education
LEA	Local educational agency
LICC	Local Interagency Coordinating Council
LRE	Least restrictive environment

ACRONYM LISTING

M

MAP	Missouri Assessment Program
MAP-A	Missouri Assessment Program-Alternate
MOTAP	Missouri Transition Alliance Partnership
MPACT	Missouri Parents Act
MPP	Missouri Preschool Project
MSB	Missouri School for the Blind
MSD	Missouri School for the Deaf
MSIP	Missouri School Improvement Program

N

NASDSE	National Association of State Directors of Special Education
NSDC	National Staff Development Council

O

OA	Office of Administration (usually state)
OCR	Office of Civil Rights (U. S. Department of Education)
OSEDA	Office of Social and Economic Data Analysis
OSEP	Office of Special Education Programs (U. S. Department of Education)

P

P & A	Missouri Protection and Advocacy Services
PAC	Parent Advisory Council
PAT	Parents as Teachers

R

RFP	Request for Proposal
RPDC	Regional Professional Development Center
RRC	Regional Resource Centers

S

SEA	State education agency
SEAP	Special Education Advisory Panel
SEMSA	Special Education Monitoring Self-Assessment
SICC	State Interagency Coordinating Council
SIG	State Improvement Grant
SILC	State Independent Living Centers
SPOE	System Point of Entry
SSSH	State Schools for the Severely Handicapped

U

UMC	University of Missouri-Columbia
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V

VR	Vocational Rehabilitation
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